ACADEMIC BULLETIN

2001-2002

LASALLE
UNIVERSITY

Graduate Catalog

Graduate Bulletin 2001-2002

La Salle University
Philadelphia, Pennsylvania 19141
215/951-1100

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La Salle University does notdiscriminate against any applicant because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability which does not interfere with performance of essential job functions after reasonable accommodation, if any. Admission is based upon an applicant's qualifications and ability to meet the established requirements for admission and for specific programs. This commitment extends to participation in all educational programs and activities of the University.

ACCREDITATION AND MEMBERSHIPS

La Salle University was chartered in 1863 by the Legislature of the Commonwealth of Pennsylvania and is empowered by that authority to grant academic degrees.

La Salle is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pennsylvania 19104, (215)662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

La Salle is also accredited by:

AACSB - The International Association for Management Education, 600 Emerson Road, Suite 300, St. Louis, Missouri 63141, (314)872-8481

Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, Pennsylavnia, 17126, (717)787-5041

Regents of the University of the State of New York, Albany, New York 12234, (518)474-5844

American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, D.C. 20036, (202)293-2450

American Chemical Society, 1155 16th Street, NW, Washington, D.C. 20036, (202)872-4589

National League for Nursing, 350 Hudson Street, New York, New York 10019, (212)989-9393

Pennsylvania State Board of Law Examiners, 5035 Ritter Road, Suite 1100, Mechanicsburg, Pennsylvania 17055, (717)795-7270

Council on Social Work Education, 1600 Duke Street, Alexandria, Virginia 22314, (703)683-8080

Member of: Council of Academic Programs in Communication Sciences and Disorders, American Council on Education, Association of American Colleges, National Collegiate Honors Council, American Assembly of Collegiate Schools of Business, College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

RIGHTS AND PRIVACY ACT PROVISIONS

Each year, La Salle University informs students of the Family Educational Rights and Privacy Act of 1974. This Act was intended to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings.

To fulfill basic requirements for compliance with the Act, each institution must inform each student of his/her right to prevent disclosure of personally identifiable information. Although La Salle does not publish a public directory, the Office of the Registrar, at its discretion, does disclose the following information: Name, address, dates of attendance, class, major field of study, and degree(s) conferred (including dates).

Under the provisions of the Rights and Privacy Act, currently enrolled students may withhold disclosure of such information. To prevent disclosure, written notification must be received by the Office of the Registrar by October 1st in the Fall Semester and February 15th in the Spring Semester. The University will honor each request to withhold any of the categories of information listed above but cannot assume responsibility to contact a student for subsequent permission to release them. Decisions about withholding any information should be made very carefully. Should a student decide to inform the institution not to release any information, any future requests for such information from non-institutional persons or organizations will be refused.

La Salle University assumes that failure to request the withholding of "directory information" indicates approval for disclosure.

To comply fully with the provisions of the Commonwealth of Pennsylvania's Act 73, the College and University Security Information Act of 1988, La Salle University has available its Crime Statistics Report for 1998, as well as a publication entitled "Safety and Security at La Salle University." Copies of either document may be requested without charge in writing from the Office of Public Relations, La Salle University, Philadelphia, PA 19141.

To comply with Federal Consumer Information Regulations, La Salle makes available upon request a report on job placement statistics and graduation rates. A copy of the 1999 report may be requested in writing from the Vice President for Enrollment Services, La Salle University, Philadelphia, PA 19141.

Mission Statements

La Salle University Statement of Mission

La Salle University, dedicated in the traditions of the Christian Brothers to excellence in teaching and to concern for both ultimate values and for the individual values of its students, is a private Roman Catholic university committed to providing a liberal education of both general and specialized studies.

As a Catholic university, La Salle strives to offer, through effective teaching, quality education founded on the idea that one's intellectual and spiritual development go hand in hand, complementing and fulfilling each other. The University has, as its basic purpose, the free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity. The programs of the University also aim at preparing students for informed service and progressive leadership in their communities and for fulfilling the immediate and final goals of their lives.

Mission Statement for Graduate Studies

La Salle University offers graduate programs that enable students to augment their academic background, to acquire both practical and theoretical knowledge in their chosen field, and to enhance their professional competencies. Steeped in the teaching tradition of the Christian Brothers and responsive to current societal needs, these programs, while complete in themselves, are also preparatory for further study. La Salle's graduate programs help students to correlate and synthesize information from various fields, to relate the theoretical to the practical, and to develop values in the liberal arts tradition. Students who earn a Master's degree at La Salle University are prepared both to advance in their professional career and to pursue appropriate doctoral studies.

Graduate programs have been available at La Salle from the earliest days of its existence. The more modern development of graduate education on our campus began in 1950 in response to the needs of the sponsoring religious congregation, the Christian Brothers. That year saw the introduction of the master's program in Religion, initially introduced to train the young Brothers in theology.

With the growth of the institution since the late 1940s, and the added distinction of university status granted by the state of Pennsylvania in 1984, the graduate programs have grown in diversity. In 1998, La Salle introduced its first doctoral program — a Psy.D. in Clinical Psychology.

Our programs are designed to invite participation by persons who are interested in advancement in chosen professional areas. We provide a blend of instructors to support the practical educational experience our graduate students seek. Some are highly trained specialists who bring to the classroom the latest theoretical information in their discipline. Others are practicing professionals who provide the insight and skill to apply this theoretical base to the demands of present practice. Working in La Salle's traditional learning environment, they impart a graduate experience that is second to none.

Academic Policies and Procedures

Standards for Graduate Education

Graduate education is not wholly distinct from undergraduate education since all education is a continuous process of personal development. Neither are graduate programs at the Master's and Doctoral levels entirely identical. Some programs have an academic research orientation while others focus on the professional development of students. However, all graduate programs require the development of more sophisticated and complex skills of students than do undergraduate programs. In general, they place more stress on students' abilities to critically analyze facts and theories, to make independent judgments based on objective data, to aptly communicate what has been learned, and to synthesize new ideas to make sound decisions. All graduate programs at La Salle are expected to emphasize these more advanced skills. In graduate work at La Salle all students are expected to:

- Think critically and independently, and master the skills presently demanded in their field of study.

- Understand both current and traditional approaches to their discipline.

- Become thoroughly familiar with the current literature of their discipline by regular use of the standard references, current journals, and professional publications.

- Contribute substantially to courses through research projects, seminar papers, case studies, and supervised field experiences.

- Apply ideas and facts learned in courses to original or application-oriented projects and papers.

- Adhere in their written work to high standards of grammar, punctuation, organization and style. When appropriate, the offical manual of style adopted by the discipline should be followed.

Academic Policy

A student's matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal.

Students are expected to pursue their studies adhering to the basic principles of academic honesty. Students who are guilty of plagiarism or academic dishonesty in their studies and their research will not be permitted to continue in the Graduate Program. Research projects which use human subjects should be approved by the Institutional Research Board.

Academic Standing

Every student in the La Salle University's Graduate Programs is required to maintain a cumulative scholastic average of "B" (3.0). In addition, a student whose academic performance falls below this standard is subject to academic review by the Director of the appropriate Graduate Program. Depending upon the degree of the academic deficiency, a student may be warned with regard to academic standing or required to withdraw from the program. A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he or she receives written notification of this status. A student must have a cumulative average of 3.0 or better to graduate from La Salle University. Note that a "B-" average does not satisfy this requirement.

A student with serious academic deficiencies will be required to withdraw from the program. A student admitted on a conditional basis who has a cumulative grade point average of less than 3.0 upon the completion of 6 or 9 credits (depending upon the specific program), may be required to withdraw from the program.

A student who is required to withdraw for academic reasons may appeal the dismissal within 30 calendar days from the date of the dismissal letter. A student may not register for or attend classes while an appeal is pending. The Dean of the School along with the appropriate Director is responsible for deciding the merits of an appeal. The appeal must be in writing

and addressed to the Dean. The appeal should indicate in sufficient detail that:

- the student's poor academic performance is due to unusual or non-recurring events,

- the actions the student has taken or will take ensure that there will be no recurrence of these events,

- the student has taken or will take appropriate action to ensure that his or her cumulative grade point average will reach a minimum 3.0 as quickly as possible.

A student may submit additional written evidence or include any other information that may be helpful in reaching a decision.

Grading

The following is the breakdown and definitions of grades distributed for courses completed:

4.0	A	indicates the demonstration of a superior level of competency
3.67	A-	indicates the demonstration of a very good level of competency
3.33	B+	indicates the demonstration of a good level of competency.
3.0	B	indicates the demonstration of an average, satisfactory level of competency.
2.67	B-	indicates the demonstration of a less than average level of competency.
2.0	C	indicates a level of competence below that expected of graduate work.
0.0	F	indicates failure to demonstrate even a marginal level of competency.
	I	indicates work not completed within the trimester period.
	W	indicates an authorized withdrawal from a course unit after the trimester has commenced.

Those faculty who do not want to assign +/- grades are not obligated to do so.

A student must repeat a course in which he/she receives an "F" grade. The "F" will remain on the transcript but will not be counted in the cumulative average once the course has been repeated satisfactorily. To repeat a course that has been failed, the student must obtain written approval of the Program Director. Ordinarily, a student may not repeat a course that has been passed.

A student who receives a grade of "I" for a course must complete the remaining work within the time of the next semester (whether the student is enrolled in course work or not during that subsequent semester). If the work is not completed within that time, the "I" will remain on the transcript permanently, and the course must be repeated to produce a satisfactory grade.

The "W" grade is assigned when the student is approved for withdrawal from a course. Ordinarily, permission form withdrawal is not granted after the mid-semester period. Permission for exceptions must be approved by the Program Director.

Admission

Admission criteria are program specific. For that reason they are detailed in the section introducing each program. La Salle does not discriminate against any candidate for admission because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability.

Matriculation

A matriculated student is one who meets all entrance requirements and who has begun working in a definite program toward the graduate degree. Ordinarily, a maximum of seven calendar years is allowed for the completion of the graduate degree. A maximum of ten calendar years is permitted for students participating only during the graduate religion summer sessions. On this basis, graduate students are classified as follows:

- A full-time student is one who is matriculated and registered for six or more hours of credit for the semester (except in the MBA Program, which requires nine or more hours of credit per semester).

- A part-time student is one who is matriculated and registered for fewer than six hours of credit for the semester (fewer than nine credits for MBA students).

- A non-degree student is one who has not matriculated into the graduate program, but who has been given permission by the Director of the program to take specific courses.

International Student Admission

La Salle is authorized by the Department of Justice, Immigration and Naturalization Service to issue Certificates of Eligibility (Form I-20) for non-immigrant "F-1" student status, to international students who meet admission requirements. Preliminary application materials are available from the Office of the Provost, La Salle University, Philadelphia, PA 19141.

Student Responsibilities

A student's matriculation at La Salle University is a voluntary decision which involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspensions and dismissal. As an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Graduate Bulletin and in the student handbooks of individual graduate programs. Copies of the handbooks can be obtained from the Directors of the programs.

Registration For Courses

Dates and procedures for registration vary slightly from program to program. Please consult the individual program insert in the back of this book to learn about the registration process for a particular program.

Withdrawals

The W grade is assigned when the student is approved for withdrawal from a course. Ordinarily, permission for withdrawal is not granted after the mid-semester period. Permission for exceptions must be approved by the Director responsible for the program. Authorized withdrawals must be processed through the Registrar's Office. If the student must withdraw from classes, tuition is refunded according to the following schedule:

FALL AND SPRING SEMESTERS (also policy for the MBA and CIS summer semester)

    by the end of the first week of class* 100%

    during the second week of class................60%

    during the third week of class..................40%

    during the fourth week of class 20%

    after the fourth week of class ...NO REFUND

SUMMER SEMESTER
(except the MBA and CIS programs)

    before the first day of class 100%

    during the first week of class 60%

    after the first week of class ....NO REFUND

*The first week is defined to be the first day that classes begin for the semester, and the following six days, regardless of whether or not the student attends the first class meeting.

Leave of Absence

Students are encouraged to remain active in their graduate studies. However, those who will not be attending for two or more consecutive terms must notify the Director of their program, and request a leave of absence in writing. Students not enrolled for six (6) consecutive terms (including summer) and who have not been given a written leave of absence will be administratively inactivated from the program.

Readmission

When seeking readmission students who have been dropped are required to make their request known by writing to the Director of the program. Upon receipt of the request, the Admission Committee of the program will review the student's academic record in the program and the original admission profile judged against current admission criteria.

Transfer of Credit

Students may transfer up to six hours of graduate level work into graduate programs that are thirty-six credits or less in length. Students may transfer up to nine hours of graduate level work into programs that are greater than thirty-six credits in length. Course credit may be transferred only from graduate programs at accredited institutions, and only courses with a grade of B or better may be transferred.

Graduation

Degrees are conferred three times each year following the end of each term in January, May, and September. Commencement ceremonies take place once a year in May. All students who have completed degree requirements during the previous year (June through May) can participate in the May Commencement ceremonies. Information will be mailed to the student as the student nears completion of the graduate program.

Students enrolled in graduate programs are responsible for adhering to all regulations, schedules, and deadlines pertinent to their particular program. It is the responsibility of students to make sure that they have met all graduation requirements. If they are in doubt, they should consult with the Director of their program prior to registration for each semester.

Student Rights and Grievance Procedure

This section details policies for curricular standards for all graduate students. These policies have been approved by the Graduate Council of La Salle University.

1. A student shall have the right to pursue any course of study available in the graduate programs of the University providing he or she can be accommodated within the program, meet the requirements for entering, and continue to meet the requirements of the program.

2. A student shall have the right to know at the beginning of each semester, ordinarily during the first week of class, the criteria to be used by the instructor in determining grades in each course.

3. A student shall have the right to see his or her own tests and other written material after grading, and the instructor shall have the duty to make this material available within a reasonable time.

4. Upon request, a student shall have a right to have his or her grade on such written material explained by the instructor. A request for such explanation must be made within one week after the written material, as graded, is made available to the student.

5. If a student believes that his or her final grade is the product of the instructor's bias, whimsy, or caprice, rather than a judgment on the merits or demerits of his or her academic performance, the student must follow the procedure described in this subsection.

    a) The student must initiate the complaint procedure with the instructor before or within the first two weeks of the next regular semester.

    b) After receiving an explanation from the instructor in the course, the student may make a formal complaint to the instructor, giving his or her reasons, in writing, for thinking that the grade was biased, whimsical or capricious.

    c) If dissatisfied with the explanation that has been given, the student may appeal to the Director of the appropriate program.

d) The student has a further appeal to the appropriate Dean, who will:

    1. request a written statement from that student which will contain a complete and detailed exposition of the reasons for the student's complaint. A response from the faculty member will then be requested.

    2. advise and assist the student in a further attempt to resolve the problem at the personal level.

e) If the student remains dissatisfied with the explanation that has been given, the student may initiate a formal appeal:

    1. The faculty member who is accused of bias, whimsy, or caprice may elect one of two procedures. The faculty member may request that the Dean investigate the matter personally. In the alternative, the faculty member may request that a committee investigate the matter and reach a judgment on the merits of the complaint. In either case, the burden of proof shall be upon the complainant. Neither adjudicating forum (Dean or committee) shall substitute his/her or its academic judgment for that of the instructor, but shall investigate and adjudicate only the complaint of bias, whimsy or caprice.

    2. If a committee is to be established, the Dean shall appoint the committee, consisting of two students and three faculty members. The two students and two faculty members shall, if possible, be from the graduate department responsible for the subject in which the grade was given. The third faculty member shall be from another graduate program.

    3. Should the designation of the review body (Dean or committee) be delayed beyond a reasonable time, then the committee structure described in item 2 above will be convened and the question heard.

f) If it is found that the grade given was neither biased, whimsical, nor capricious, the case will be dismissed. If it is found that the grade given was the product of bias, whimsy or caprice, the review body (Dean or

committee) shall direct that a notation be entered on the student's transcript that the grade "had been questioned for cause and the recommendation had been made that it be changed because of apparent (bias, whimsy, or caprice)." The original grade, however, will remain a part of the transcript unless changed by the instructor.

6. A student shall be promptly informed if he or she is placed on any form of academic censure.

Seeking a Second Master's Degree

Individuals who hold a Master's degree in one of La Salle's programs, and are seeking a Master's degree in a second La Salle program, may have credit for courses taken for the first degree apply to the second degree on condition that:

1. Credits transferred from programs in other accredited institutions may not exceed 6 in La Salle programs requiring 36 credits or less, or 9 in La Salle programs requiring more than 36 credits.

2. All requirements for the degree in the second discipline are met to the satisfaction of the program Director and Dean.

3. Courses taken for the first degree and to count for the second degree are essential to meeting requirements of the second degree.

4. The total number of credits taken for the two degrees reach a minimum of 48 credits or the equivalent.

Student Services

Tuition, Fees, and Payment Options

METHODS OF PAYMENT

An INVOICE for your semester charges will be mailed to you prior to the beginning of each semester. Payment will be due approximately fifteen (15) days from the date of the invoice. YOU WILL FIND IT MORE CONVENIENT AND ARE ENCOURAGED TO MAKE PAYMENT AND COMPLETE REGISTRATION BY MAIL. However, if there are irregularities in your pre-registration, if you desire to make a change, or if you have not paid your invoice by the mail payment due date, then you must complete your registration and payment in person on campus.

DO NOT SEND CASH THROUGH THE MAIL. The University cannot be responsible for cash sent through the mail. Please pay by check, bank draft, cashier's check, money order, VISA or Master Card. Payments by mail should be made in the envelope provided and mailed so as to reach the University by the due date. A $20.00 fee will be assessed for returned checks. Also, if you need to make a payment outside of the regular office hours, a PAYMENT DROP BOX is located outside of the Bursar's Office on the 1st Floor of the Administration Center.

If you would like to use your VISA or MasterCard to pay some or all of your educational expenses, you can complete the credit card transaction form that is enclosed with your invoice or you can follow the instructions at "Brother LUWIS" on the La Salle University WEB site (LASALLE.EDU) to make payment via the WEB.

DEFERRED PAYMENT PLAN

The Deferred Payment Plan is offered by the University to provide a way to pay up to 75% of tuition and fees in monthly installments during the semester. The maximum amount that can be deferred is 75% of the semester educational expenses less any University student financial aid. To participate in the Deferred Payment Plan, the completed Promissory Note form must be presented to the Bursar's Office along with any required down payment (usually 25%).

Then, three subsequent monthly payments are made during the semester. There is a twenty-dollar ($20) application fee, which is paid with your first monthly installment and a finance charge calculated at the rate of one percent (1%) of the average daily balance per month. Delinquent payments are subject to a late fee of five dollars ($5) or five percent (5%) of the past due balance, whichever is greater. The Deferred Payment Plan Promissory Note is included with each semester's invoice or can be printed from the La Salle website at www.lasalle.edu.

THIRD PARTY PAYMENTS

If you have a recognized third party (employer, labor union, foundation, etc.) who is paying all of your tuition, you may send a copy of the "official notification" along with your invoice

and credit will be applied to your invoice for the authorized amount of the sponsor's award. Be sure to also enclose a check or other form of payment for any balance due. To be eligible, the sponsor's award notification must be from a recognized "organization", not an individual, clearly indicate the amount that will be paid, give all necessary billing instructions and be signed by an authorized representative. IF THE ORGANIZATION SENDS THE PAYMENT AT THE END OF THE SEMESTER UPON RECEIPT OF YOUR GRADES FOR THE SEMESTER, you must pay the tuition in full at the beginning of the semester, enroll in the Deferred Payment Plan or apply for financial aid to cover the tuition charges.

CHANGES

La Salle University reserves the right to amend or add to the charges listed above and to make such changes applicable to new and enrolled students.

Financial Assistance

Although payment of tuition is the responsibility of the student, the University makes every effort to assist students in attaining adequate levels of financial support. Students should utilize private as well as public fund resources, e.g., banks and private scholarships as well as the government loan programs. The professional staff in the Financial Aid Office will work with each student in reference to the loan programs.

Financial Aid is also available from the sources described in this section. Applicants for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This form is available form the La Salle Financial Aid Office. If the student is a loan applicant, all awards must be reported to the Financial Aid Office for loan eligibility computation. For further information, contact the Financial Aid Office at 215/951-1070.

FEDERAL STAFFORD LOAN

Graduate students may borrow up to $8,500 per grade level of full or part-time study. The loan term should always be for a two-semester period to be in compliance with federal regulations. If a student demonstrates financial need, he or she will receive a subsidized loan with no payment of interest or principal due until six months after the student ceases half-time study. If no financial need is evident, the student will be given an Unsubsidized Stafford Loan. The loan limits and terms are the same as the subsidized loan except that interest payments must be made on a quarterly basis while the student is enrolled and for the six-month period following attendance. To be considered for either program students must submit the Free Application for Federal Student Aid (FAFSA), as well as a Common Loan Application from a participating lender (bank, savings and loan, or credit union). Loan applications must be submitted 10-12 weeks prior to the start of the term to ensure that funds are available for payment of the invoice.

ADDITIONAL UNSUBSIDIZED STAFFORD LOAN

This program replaces the Supplemental Loan for Students (SLS) and enables graduate students to borrow up to $10,000 per grade level in addition to the Stafford Loan. The terms of the loan are the same as with the Stafford Loan. Students should contact their Stafford lender for an application and information.

VETERAN'S BENEFITS

Veteran's benefits are available for graduate students. Students who qualify for benefits should contact the Registrar's office at 215/951-1020. Information for full-time and part-time students is available.

RESIDENT DIRECTOR

Resident director positions may be available depending upon the term the student wishes to begin studies. An RD supervises the student staff of the resident halls and is responsible for such areas as programming, counseling, discipline, physical operations, and related activities. Previous residence hall experience is required.

The RD receives room, board, a cash stipend, and tuition remission equivalent to nine credit hours per semester. This is a ten-month appointment. Resumes and letter of application should be sent the Resident Life Office by February 1st for the following fall term.

Student Transcripts

Students may apply at the Registrar's Office for a transcript of their graduate work. Official transcripts bearing the signature of the Registrar and the seal of the University are sent, at the request of the student, to other institutions and organizations.

Students requesting transcripts for their own use are given copies marked "student copy". Each student is sent a copy of his or her transcript at the time of graduation. A fee of $5.00 is charged for an official transcript. The University requires at least one week's notice for the issuance of transcripts. No transcripts can be issued until all financial obligations to the University have been satisfactorily settled.

International Student Advising

The International Education Associates promote the academic welfare of international students through the coordination and development of programs that enhance international student success. These include orientation and academic counseling; participation in the sponsorship of academic, cultural, and professional activities which promote the educational, recreational, and emotional well-being of international students; and verifying and maintaining all necessary immigration documents. The International Education Associates can be contacted at the Multicultural and International Center at 215/951-1948.

Bucks County Center

La Salle University offers Master's degree programs in seven academic areas at its Bucks County Center in Newtown, Pa. The Center is located in the Silver Lake Executive Campus, approximately one mile from the Newtown-Yardley exit of I-95. This full-service educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, a nursing lab, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials and computer workstations.

Courses are offered during the evening and on weekends to accommodate adult learners and working professionals. Students can complete Master's degree programs in a variety of academic areas, including Master of Business Administration (MBA), Executive MBA, Computer Information Science, Information Technology Leadership (ITL), Education, Clinical-Counseling Psychology, Nursing, Professional Communication, Theological, Pastoral, and Liturgical Studies, and a combination Master of Science in Nursing and Master of Business Administration (MSN/MBA) degree.

For more information on the La Salle University Bucks County Center, call 215/579-7335, e-mail diamond@lasalle.edu, or write to La Salle University Bucks County Center, Silver Lake Executive Campus, 33 University Drive, Newtown, PA 18940.

Library Services

The Connelly Library – Main Campus

The Connelly Library is located on the main campus and offers a combination of traditional library services and the latest information technology database access. The building, with a capacity for 500,000 volumes and seating for over 1,000 people, provides attractive, quiet, study spaces, service points on the bottom two floors for reference, circulation, and audiovisual materials; and a Department of Special Collections housing unique research collections used by La Salle University students as well as by scholars from around the world.

The Connelly Explorer, the automated catalog, provides access to the complete holdings of the library's books, periodicals, and audiovisual materials. Besides the computer terminal in the library and other sites on campus, anyone can log on to the catalog through the Internet, worldwide web or dial-up access.

The Library subscribes to all major research databases including ABI/INFORM (business), CINAHL (nursing), ERIC (education), and and various psychology databases. The library also provides access to FirstSearch, a remote service of over 50 databases, the Encyclopedia Britannica Online, and ProQuest Direct, another remote service which provides indexing and abstracts plus complete text of articles in over 1400 periodicals. These suites of databases provide students rapid, often full-text printable format, and easy access to the world's literature. These all can be searched whenever the library is open or from all off-campus locations via the University's proxy server connection. Reference librarians are available to assist students locate information, use the computer services, and for group instruction. The librarians have compiled many library guides to assist students needing

information on specific subjects and to provide general information about the library.

La Salle students and faculty can use the Interlibrary Loan Service to borrow books or obtain photocopies of periodical articles not owned by the Connelly Library. Through a cooperative borrowing agreement with over 30 local libraries, student and faculty can also borrow materials directly from libraries at other academic institutions using the PALCI function on the library's homepage.

The Resource Center – Bucks County Center

Students taking courses in Newtown at the Bucks County Center have access to the Connelly Library's resources through the use of the computerized Library Access software in the Resource Center as well as the ability to use all databases from home or business. Professional degreed Research Librarians are available at select times to assist students with their research projects and to provide guidance on the use of the Library Access software. Students can request library and inter-library loan materials to be delivered to the Bucks County Center for them to pick up.

Computing/Technology-Based Learning Facilities

Wister Computer Lab – Main Campus

The computer facilities at La Salle University's main campus offer all students access to the latest technologies in computers and information retrieval. In addition to the facilities available in the Connelly Library, the computer facilities available to students at La Salle include: a campus-wide network connecting PC's, laser printers, a mini-computer, video projection, and presentation facilities. Most of these computers are available in an "open" lab intended for all students to use without the need of reservations. "Closed" labs are available for training and hands-on classes. Software packages used in courses, including Microsoft Visual Studio, Microsoft Office and many more, are available from the lab servers and are updated periodically to keep current with the latest technologies. In addition to the local area network connections, students are able to connect to the Internet to reach out to networks throughout the world.

Main Campus

The lab in College Hall allows students access to the SAP software, which is integrated into several MBA and CIS courses.

Computer Science Labs – Main Campus

Specialized computing laboratories in Olney Hall allow students to use a variety of software, including Microsoft Visual Studio, Lotus Notes, Oracle, Rational Rose, and Microsoft Project. These labs include connection to the Internet and to the Connelly Library.

Bucks County Center

The computer facilities at the Bucks County Center also offer all students access to the latest technologies in computers and information retrieval. The computer facilities include four networked labs, presentation facilities, and connection to the Connelly Library and to the Internet.

Appointments are requested in order to ensure the availability of the computers to those students who have a need for them.

Career Services

Career Services is located on the 4th floor of the Administration Center on the main campus and is open during normal business hours. Evening hours are also available by appointment. Please call 215/951-1075 to make an appointment. The resources of the Career Services office are available to any graduate student or graduate free of charge. Services, such as personalized career counseling, information on careers, and pertinent information sources related to employment, education and salary trends, are available to the student. Students may access currently available openings posted in the Job Books in the office, on La Salle's web page or on the Telephone Job Line. Potential employers and contacts can also be developed through the resources and reference materials in Career Services. Since career development is a continuous process, where skills are learned, developed or enhanced, Career Services provides the graduate student with many opportunities to discuss and formulate their career goals and plans.

Housing/Community Development

La Salle University can accommodate a limited number of graduate students in on-campus housing. Both apartment-style and residence hall-style units are available. In addition, La Salle's Off-Campus Housing Service assists students in locating housing in the surrounding community. The Service provides: off-campus housing referral listings, roommate referral lists, and general off-campus rental information (tenant-landlord relations, roommate selection, consumer protection, neighborhood businesses and services, etc). La Salle University cannot inspect listed accommodations, nor screen prospective landlords and tenants.

Graduate students may consider becoming a Resident Director (RD) in La Salle's undergraduate residence halls. Applications for RD positions are typically due by mid-April for the following academic year. For more information on these programs, Call 215/951-1550.

Food Services

Main Campus

The Food Service Department on the main campus offers a variety of items in the two cafeterias it operates on campus. One cafeteria, the Food Court is centrally located in the Student Union and is a popular meeting place on the way to class. The other cafeteria, the Blue and Gold Commons, is located near the residence halls and is primarily used by undergraduates who live on-campus.

Another innovation in Food Service is the 72-seat Intermissions restaurant located in the La Salle Union building adjacent to the Dan Rodden Theatre. Next to the restaurant is the very popular night spot known as Backstage. Here La Salle students and their guests are treated to a variety of entertainments, ranging from live comedy performance to rock bands. Coupled with this is a 7-foot video screen, DJ booth, and mocktail bar

which serves non-alcoholic beverages. Additionally, La Salle Food Services provides a variety of conveniently located vending machines throughout campus. Contact the Food Services Department at 215/951-1388 for the hours of operation.

Bucks County Center

Vending machines are located in the Student Center at the Bucks County Center and provide a wide variety of snacks, light meals, and beverages for students.

Health Services

The La Salle University Health Services Center provides medical diagnosis and treatment of minor illnesses and injuries and is available to the student body for initial care, first aid, and health information. Located in the North Complex of the Residence Halls on Olney Avenue, directly across from the Hayman Center, it is open Monday through Friday during the day. There is always a qualified college health nurse practitioner available during office hours to provide primary care. After office hour emergencies are referred to one of two nearby emergency departments at Germantown Hospital or Albert Einstein Medical Center. Security or fire rescue will transport students to these hospitals. Students are financially responsible for emergency room visits. For more information, contact the Student Health Services Center at 215/951-1565.

Building Blocks: Child Development Center

Established on the main campus in 1973 by a group of La Salle faculty, students, and staff, Building Blocks is a privately incorporated day care center housed on La Salle's main campus. Serving the immediate La Salle community and our neighbors beyond the campus, the center cares for some 50 children, whose ages range from 18 months to 6 years, during daytime hours. The trained professionals at Building Blocks also supervise work study students, volunteers, and students who fulfill certain course assignments through projects at the center. Interested parents can call 215/951-1573 for more information.

Security Services

The Security Office is staffed 24 hours a day, seven days a week, providing security services, parking registration, shuttle bus/escort services, and help with cars. Students may obtain parking permits at the Security Office which is located in the Carriage House near the tennis courts on 20th Street. For general information, call 215-951-1300. For emergencies, call 215/951-1111 or 2111.

Escort service is available at all times to transport students to their destinations on campus. Contact the Security Department at 215/951-1300.

Shuttle Bus Service

Shuttle bus service is also offered on the main campus starting in the Fall semester on Labor Day through the last day of final exams in the Spring semester. Two round trips are made every hour beginning at 7:25 a.m. and continuing to 2:00 a.m. the following morning. Schedules are available at the Security and Safety Department. The stops most used by graduate students along with their respective arrival times are:

	Arrival Times	
Good Shephard Lot	:07	:37
19th and Olney Avenue	:11	:41
Broad and Olney Avenue	:17	:47
St. Neuman Hall (South Campus Lot)	:25	:55

The Security and Safety Department is also available to assist with jump-starting batteries and other small emergencies. For general information, contact 215/951-1300. For emergencies dial 215/951-2111 or use the blue lights auto dialing emergency phones located throughout the campus.

Parking

The Security staff is responsible for traffic control on University property. All student vehicles must be registered at the Security Office in order to have access to the University parking lots on campus. There are three parking lots available to students: the main lot on Olney Avenue between Wister and 20th Street, the south lot located off Lindley Avenue between Belfield and Ogontz avenues, and the Good Shepherd Lot located at Chew and Wister streets. A Shuttle Service from these parking lots to the Main Campus area is available. There is a fee for parking on campus parking lots.

There is no charge for students to park at the Bucks County Center in Newtown and the Good Shepherd Lot.

Identification Cards

All students are required to carry a valid La Salle ID card. This card is also the Library card. The Gold Card/ID Office issues photographs for ID cards. Dates and times for ID card photos will be announced at the beginning of each semester.

Having a Gold Card is a convenient way to make purchases on campus. If a student simply deposits funds into his account, the need to carry cash, checkbooks, or credit cards is eliminated. The student's University ID card will instantly access those funds on deposit. A personal Gold Card can be used at the Campus Store, The University Book Store, L-Stop Convenience Store, all food service areas, selected vending machines, photo copiers, selected laundry locations, basketball tickets, and Masque Theater Tickets. For more information, contact the Gold Card ID Office at 215/951-1LSU.

Snow Numbers

If classes must be canceled because of inclement weather, the following snow numbers will be announced on the radio:

Main Campus	2105
Bucks County Center, Newtown	2746
Delaware Valley College, Doylestown	770
Gwynedd-Mercy College, Gwynedd Valley	2344

The student can also call the La Salle University Hotline at 215/951-1910 or visit the University Web page at www.lasalle.edu to find out about campus closings due to inclement weather.

Recreational Facilities

La Salle University invites students, faculty, and staff to utilize the recreational facilities available at Hayman Center and its adjacent facilities. Hayman Center offers the use of the following: a completely equipped weight room with free weights and Universal equipment, three 94' by 50' basketball floors, two regulation volleyball courts, a six-lane 25-yard pool with diving well, a squash court, and a training room with sauna. Adjacent to Hayman Center is the Belfield Tennis Complex with six tiered and lighted tennis courts. Across 20th Street, McCarthy Stadium features a football field surrounded by a 1/4 mile all weather track. There is also the Independence Blue Cross (or IBC) Fitness Center on the south campus which contains free weights, nautilus equipment, and cardiovascular machines. From time to time, facilities may be closed for athletic events. For more information, contact the Athletic Department at 215/951-1527.

Art Museum

The Art Museum at La Salle University opened its doors in 1976 as a cultural resource for the neighborhood surrounding the University and for La Salle students. Its art collection represents the only permanent display of paintings, drawings, and sculpture of the Western tradition offered by a college museum in the Philadelphia area. In addition to the paintings on permanent exhibit, the Museum has a collection of Master prints and drawings from the 19th and 20th centuries. Selections from these works, often supplemented by loans from other museums, make temporary exhibitions held four or five times a year. Some developing specializations include portrait prints, Japanese prints, Indian miniatures, and the Susan Dunleavy Collection of illustrated and finely printed Bibles. With these varied resources and the basic collection of paintings, the Museum's educational programs are increasingly interdisciplinary and supplement the humanities, social sciences, and other departments. The Museum offers a unique opportunity to experience the pleasures and insights of good art in an intimate space. The Museum is located on the lower level of Olney Hall. Admission is free. For more information, including arranging group tours, call 215/951-1221.

Graduate
Programs

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VIRTUS SCIENTIA
1863

Master of Business Administration

Associate Dean
Joseph Y. Ugras, Ph.D., C.M.A.

Director, Marketing and Corporate Relations
Kathleen A. Bagnell, M.A.

Director, MBA Program
Linda A. Carlin, MBA

Faculty
Professors: Barenbaum, Borkowski, Joglekar, Kerlin, Longo, McCarty, Miller, Robison, Schubert, Seltzer, Smither, Stickel

Associate Professors: Buch, George, Grady, Kennedy, Leauby, Meisel, Mshomba, Paulin, Reardon, Rhoda, Talaga, Tavana, Ugras, Van Buskirk, Walsh, Welsh
Assistant Professors: Ambrose, Bean, Brazina, Cairo, Cogan, Culp, Fitzgerald, Javie, Jones, Massimini, McFarland, Ratkus, Smith, Szabat, Wentzel, Zook
Lecturers: Alexander, Bagnell, Barton, Beck, Bruce, D'Orazio, Dickinson, Ferrari, Gembala, Goodwin, Gottbrecht, Hopkins, Horan, Jaszczak, Kelly, Kochanski, Lang, MacLeod, Mallon, Massarro, McAleer, McElroy, Morsell, Newton, Nucera, Sable, Schott, Shuman, Shahmael, Simon, Snook, Thorpe, von Allmen, West

Description of Program

La Salle University provides an innovative Master of Business Administration Program that enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their current careers and future life goals. It is a program where experienced people from diverse professional backgrounds come together in the traditional classroom setting to integrate their broad range of professional experience with theoretical knowledge.

Traditional MBA programs teach students how to manage "things" more than educating how to lead. The new approach to teaching business professionals is to help students learn how to use the informational tools available to them and develop the kinds of people-oriented skills that prepare them for success as leaders in an expanding global business environment. This new approach makes for a more effective educational experience for part-time working professionals. The School of Business Administration and the MBA Program are accredited by one of higher education's most prestigious accrediting bodies — AACSB International — The Association to Advance Collegiate Schools of Business.

La Salle understands the lifestyles of its MBA students and is committed to making sure it is as easy as possible to register for courses, meet with a professor before class, or take a semester off, if necessary. The MBA is offered at three convenient locations: Main Campus in northwest Philadelphia; La Salle Bucks County Center in Newtown, Bucks County; and Gwynedd-Mercy College in Gwynedd Valley, Montgomery County.

It's important that motivation be augmented with real business know-how. La Salle's MBA faculty challenge students to maximize their "natural" resources for success. The faculty in the MBA Program stress the interaction of theoretical knowledge with practical experience and shared ideas The faculty also invest their time wisely in developing new knowledge in their fields through individual and team research — some of which includes students as assistants. The part-time nature of our program brings students in direct contact with other business professionals, creating a classroom experience that blends current business theory with practical, hands-on instruction. Our professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

Admission Requirements

The Admission Committee of the MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The structure of the program lends itself to those students with or without an undergraduate degree in business administration.

Before an applicant will be evaluated, applicants must submit the following information:

- Application Form
- Application Fee
- Official Transcripts
- Graduate Management Admission Test
- Professional Resume

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; however, it does adhere to the accreditation standards established by AACSB: The International Association of Management Education.

La Salle University does not discriminate against any applicant because of race, color, religion, sex, age, national origin, disability, sexual orientation, veteran status, or marital status. Admission is based solely upon an applicant's qualifications.

APPLICATION DEADLINES

Although there are no formal application deadlines, we recommend that all information necessary be received by the MBA office by August 15th, December 15th, and April 15th for the Fall, Spring, and Summer terms, respectively. Under special circumstances, students may be admitted up to the first day of class of each term. International student applications should be complete at least two months prior to the dates listed above. Please contact the MBA office if you have any questions.

NON-DEGREE ADMISSION

A limited number of students with at least a cumulative undergraduate GPA of greater than 3.0 may apply for non-degree admission into the program without the GMAT examination test scores. To qualify for non-degree acceptance, a student must have a distinguished undergraduate background and, upon non-degree acceptance, will be required to take the examination in their first term in the MBA program. Upon successful completion of the GMAT, students are eligible for degree status and will be notified by the MBA office at that time.

TRANSFER CREDIT

An applicant may request the transfer of graduate credit(s) earned at another institution. Each request will be evaluated on its own merits but must be a grade of "B" or better. No more than six hours of graduate credit in the Core, Specialization, and Executive Perspectives areas of the program will be accepted for transfer purposes.

MSN-MBA DUAL DEGREE PROGRAM

Students interested in obtaining and M.S. degree in Nursing and an MBA degree may do so through this dual-degree option. Students must complete the admission process for each program individually and be admitted to each program. For more information, interested students should contact the School of Nursing at 215/951-1430.

The Application for Admission may be obtained by contacting:

School of Business Administration/MBA Program
La Salle University
Philadelphia, PA 19141
215/951-1057
Fax: 215/951-1886
E-mail: mba@lasalle.edu

Tuition and Fees 2001-2002

Application Fee $35
Tuition (per credit) $595
General University Fee (per semester).... .....$75
Late Registration Administrative Fee $50

Tuition Assistance

Full-time students may be appointed as graduate assistants. Such assistants normally work with a professor on a current research project or with one of the graduate business centers on campus for 10 hours per week.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

The MBA Curriculum

Students must complete between 33 and 48 credits (plus any or all of the Basic Skills courses) to complete the MBA degree at La Salle University. The total number of credits to fulfill the requirements of the MBA degree depends upon the student's academic and professional background.

Basic Skills

In order to succeed in business, individuals must first possess three basic skills: communication, computer, and quantitative abilities. Since La Salle's MBA program attracts individuals with a wide variety of academic backgrounds and professional experiences, the following three courses (1 credit each) may be required:

MBA 501	The Executive Communicator: Presentation Module
MBA 502	Computer Literacy for the Contemporary Business Environment
MBA 503	Mathematical Methods Module

Foundation

The purpose of the Foundation area of this program is to provide students with a functional knowledge of business theory in the context of decision making and leadership skills. The following five courses (three credits each) are required but may be waived based on a student's academic and professional background.

MBA 610	Business Economics
MBA 615	Financial Accounting: A Customer Focus
MBA 620	Statistical Thinking for Managers
MBA 625	Effective and Efficient Management of Operations
MBA 630	Financial Markets

The Core

The following three courses (three credits each) provide students with practical applications for business leaders in the areas of marketing, accounting, and financial management. Applying our analytical, problem-solving approach to business education, the courses in this area ensure comprehensiveness in the program of studies, expose the student to these areas at a more sophisticated level than most traditional MBA programs, and supply a conceptual framework for the analysis of management decision making.

MBA 690	Creating Customers Through Effective Marketing Management
MBA 691	Managerial Accounting for Decision Making, Planning and Control
MBA 692	Financial Management

Specialization

Students electing a specialization are required to complete three 700-level courses in one of the following areas plus one three credit elective course in the 700-level. Not all specializations are offered at all locations. Specialization offerings are determined by student interest at each location. Students should contact the MBA office for more information as to what is offered at each location.

Accounting

eCommerce

Finance

General Business Administration

Health Care Administration

Human Resource Management

International Business

Management

Management Information Systems

Marketing

Executive Perspectives

The following three courses (three credits each) provide students with a greater understanding of what it means to lead ideas and people in an organization. Topics include assessing and developing one's leadership skills, learning how to use technology for managing the vast array of information sources available, making appropriate decisions, and understanding how the financial outlook of an organization might be effected by such decisions.

MBA 810	Self-Assessment for Leadership
MBA 820	Information Technology for Decision Making
MBA 830	Financial Statement Analysis

Integrative Capstone

The following two-course sequence (three credits each) is taken the final year of the program. These two courses are completed as a cohort group of students and provide the opportunity to integrate what has been learned in the core, specialization, and executive perspective areas while adding a global perspective and the ethical dimension necessary to succeed in the global business arena.

| MBA 901 | Competing in a Global Market: Analysis of the Business Environment |
| MBA 902 | Competing in a Global Market: Analysis and Implementation of Strategy |

Course Descriptions

Basic Skills

MBA 501
The Executive Communicator:
Presentation Module (1 credit)
This course module focuses on the skills needed to link oral communication with the ability to work effectively in the executive environment. This work is based on the understanding that content and effective presentation of material are equally important in developing effective communication. Active participation through oral presentations on current business topics are required. Students will use a variety of presentation technologies.

MBA 502
Computer Literacy for the Contemporary Business Environment (1 credit)
This course module focuses on the skills needed to use information technology and computing applications in the business environment. There will be special emphasis on the use of a graphical user interface, packaged software and their applications, and the navigation of the world wide web and the Internet.

MBA 503
Mathematical Methods Module (1 credit)
This course module reviews the basic mathematical concepts and techniques necessary for the business environment, with an emphasis on problem solving and critical analytical thinking. Topics in the module include linear and non-linear equations and systems, elementary concepts of counting and probability, and business applications of differential calculus. Students will use appropriate technology in a multi-modal approach to these topics.

Foundation

MBA 610
Business Economics
This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called microeconomics, focuses on how individual decision makers behave and interact in markets, and how their interaction governs the allocation of resources and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision makers, particularly households, firms and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as measured by such variables as total output, the general price level and the rate of economic growth These two approaches are complementary, illuminating different aspects of economic behavior.

MBA 615
Financial Accounting: A Customer Focus
This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory valuations, and methods of obtaining capital.

MBA 620
Statistical Thinking for Managers
This course introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. Students will learn: how to gather data usefully, how to summarize data into understandable form, how to use probability ideas in understanding data, how to infer and predict based on the always-limited available data, and how to use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.
Prerequisites: MBA 502, MBA 503

MBA 625
Effective and Efficient Management of Operations
An introduction to concepts, principles, and practices of effective and efficient creation and distribution of goods and services. Focuses on quantitative techniques for problem solving and decision making in a variety of strategic and tactical areas of operations management, including Total Quality Management, Product Mix, Process Design, Materials Requirement Planning, Inventory Control, and Project Management.
Prerequisite: MBA 620

MBA 630
Financial Markets
This course will serve as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. The emphasis is on the significance of these elements for conducting the financial affairs of businesses.

The Core

MBA 690
Creating Customers Through Effective Marketing Management
Shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Course topics include: (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion and distribution; (4) marketing strategy and planning.
Prerequisites: MBA 501

MBA 691
Managerial Accounting for Decision Making Planning and Control
This course focuses on the firm's management accounting system as its primary information system. The course examines the problems of cost measurement, planning, coordination, control, and incentives. The course explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. During the course the students will be utilizing computer software to solve managerial accounting problems and cases.
Prerequisites: MBA 502, MBA 615

MBA 692
Financial Performance: Control and Measurement
This is a survey course focusing on how managers can construct a decision making process which maximizes the value of the firm. As the majority of financial decision require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of a electronic spreadsheet is needed for homework assignments and case analysis.
Prerequisites: MBA 502, MBA 503, MBA 615, MBA 630

Executive Perspectives

MBA 810
Self-Assessment for Leadership
This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop, and reports on efforts to develop those skills.

MBA 820
Information Technology for Decision Making
This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology (IT) can be used to gain the insight needed to support selection of decision alternatives. Topics include: IT Concepts and Architecture, Strategic Information Systems and IT for Business Reengineering, Total Quality Management, Computer Hardware and Software, Human Computer Communication, Data and Data Management, Data Communication and Network Architecture, The Corporate Information Architecture, Information Systems Planning, Information Systems Analysis and Design, Supporting Communication and Collaborative Work, Supporting the Managers and Decision Making, Intelligent Support Systems, Innovative Functional Systems, Organizing Information Resources, Control and Security of Information Systems, and Impact of IT on Organizations, Individuals, and Society.
Prerequisite: Completion of all 500 level courses

MBA 830
Financial Statement Analysis
This course integrates the areas of Finance and Accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision making situations such as stock price evaluation and loan approvals. This is accomplished through a body of knowledge developed by research in accounting, finance, and economics.
Prerequisites: MBA 690, MBA 691, MBA 692

Integrative Capstone

MBA 901
Competing in a Global Market I:
Analysis of the Business Environment
This integrated course presents a conceptual framework for analyzing the global business environment. In this course, the students will be analyzing the economic, social, cultural and political factors affecting the organization's ability to compete domestically and internationally. In the course, the legal and ethical environment of the business will be examined and a framework for socially responsible decision-making will be constructed.
Prerequisites: Completed as a cohort with MBA 902 during last year of study

MBA 902
Competing in a Global Market II:
Analysis and Implementation of Strategy
Develops the strategic analysis skills and applies the tools and skills learned in other required courses to analyze and solve strategic problems in a global marketplace. The course deals with industry analysis as well as understanding of the global market and the competition. The students are prepared to think and act strategically as leaders in domestic and global marketplaces.
Prerequisites: Completed as a cohort with MBA 901 during last year of study

Accounting

ACC 704
Problems in Financial Reporting/Intermediate Theory
This course emphasizes the perspective of preparers of financial statements covering financial statement preparation with an emphasis on the areas of financial accounting that are problematic including revenue recognition, expense allocation, inventories, post-employment benefits, leases, and stock options.
Prerequisite: MBA 615

ACC 706
Advanced Financial Accounting
An examination of special topics in accounting theory, including: acquisitions, mergers; preparation of consolidated financial statements; partnerships; foreign operations; special sales procedures; fiduciaries.
Prerequisite: ACC 704

ACC 734
Accounting for Managerial Decision Making
Advanced managerial accounting, focusing, on commonly used accounting methods and techniques used in making business decisions. Among topics covered are measurements of divisional performance, revenue and pricing decisions, production decisions, decisions concerning resource levels, and capital budgeting, decisions. Students, on both an individual and group basis, work with complex problems and cases.
Prerequisite: MBA 691

ACC 760
Advanced Accounting Problems
Study of advanced material related to topics with which the student has had previous experience and to areas with which there has been no previous exposure. Independent study and research are expectations of this course.
Prerequisite: ACC 704 or equivalent

ACC 761
Taxation for Business Planning and Investing
The course is an integration of financial theory and taxation to enable students to develop the ability to translate tax outcomes into cash flows. The course perspective is on using an understanding of taxes in the planning process, not on compliance. Students learn the framework of the current tax system, evaluate tax laws on the basis of both equity and efficiency, and learn the social policy implications of the tax system. Topics include; fundamentals of tax planning, measurement of taxable income, choosing business entities, corporate and individual taxation, compensation and retirement planning and investing and personal finance issues.

ACC 772
Auditing
A conceptual study of the audit process with applied aspects of the discipline. Relates and compares the role and responsibility of management to that of the independent certified public accountant. Presents generally accepted auditing standards, basic audit methodology, and procedures with emphasis on the study and evaluation of internal control. Culminates with an in-depth analysis of the auditor's opinion.
Prerequisite: ACC 704 or equivalent.

ACC 780
Applied Research in Business
An unusual opportunity to integrate the student's academic work with professional employment. The student prepares a research project involving some aspect of his employer's management activities. The independent study option requires approval of the employer and supervision of the professor.
Prerequisite: Approval of advisor

ACC 782
Accounting Seminar
Directed research in selected accounting topics of current interest and of nature requiring one or more reports of the results of individual's research and study.
Prerequisite: ACC 704 or equivalent

Business Administration

BUS 776
Law for the Business Manager
An intensive exploration of the law affecting contracts, sales, and commercial paper within the context of management decision making. Designed to fill the needs of students who have had no previous exposure to law courses by amplifying the students' legal knowledge and legal reasoning.

Economics

ECN 722
International Economics
This course covers: models of international trade; instruments of trade policy and their impact on prices, consumption, production, and government revenue; international monetary transactions; and monetary and fiscal policies in an open economy. It also analyzes the nature and scope of economic integration, multinational corporations, international institutions and agreements, and trade in developing countries.
Prerequisite: MBA 610

Finance

FIN 735
Short-term Financial Planning and Working Capital Management
An in-depth study of short-term financial planning; accounts receivable management; inventory management; liquidity management; the efficient use of cash and the firm's management of its concentration-banking system. Descriptive materials and the use of quantitative techniques such as linear programming, goal programming, simulation, and multivariate analysis are examined. Prewritten computer programs aid in preparing solutions to case studies.
Prerequisite: MBA 692

FIN 746
Principles of Risk and Insurance
An analysis of the underlying theoretical and practical principles of insurance. Capital budgeting techniques and utility analysis will be applied to decisions regarding the various tools available in risk management. Examines legal, regulatory, organizational form and financial management issues in insurance from both a firm and an industry perspective. Business insurance and employee benefits are also covered with detailed discussions of liability, workers compensation, group life and health and pension plans.
Prerequisite: MBA 692

FIN 748
Managing Financial Services Organizations
An examination of the general nature of the financial system and the role that financial institutions play in it. The flow of funds in financial markets and the dynamics of interest rate level and structure determination are discussed within the context of how financial institutions affect and are affected by them. An overview of the financial management of major financial institutions, especially banks, thrifts, insurance companies, and pension funds, is highlighted with case study analyses and discussions.
Prerequisite: MBA 692

FIN 764
Portfolio Management
Focuses on current practice and recent theoretical developments. Deals with characteristics of individual securities and portfolios; criteria and models for alternative portfolio composition; criteria for evaluation and measurement of performance; impact of government regulation. Evaluation of current theory, its significance for financial management

decision making and consideration of relevant empirical evidence are covered.
Prerequisite: MBA 692

FIN 765
International Finance
An overview of current financial theory and practice as it applies to the multinational enterprise. Topics include foreign exchange markets and forecasting, foreign exchange risk Management, the international debt crisis, multinational working capital management, and capital budgeting. Eurocurrencies and foreign security markets are also discussed.
Prerequisite: MBA 692

FIN 766
Public Financial Management
This course focuses on the problems faced in the financial arena by the public sector. Particular emphasis is placed on: the macro-financial issues facing state and local governments, including discussion of their growing importance in the economy, and their fiscal health — the effects of regional population shifts; and hands-on problems faced by the financial manager in the public enterprise, including budgeting, financial accountability, and expenditure analysis.
Prerequisite: MBA 692

FIN 767
Mergers and Acquisitions
An analysis of the acquisition by one firm of all or some of the assets of another firm and its impact on both the companies involved and on society. Topics include a discussion of the types of combinations, the motivations of the participants, the financial analysis required to carry out merger or acquisition activities, negotiation strategies, and the tax and accounting options that are available to the parties.
Prerequisite: MBA 692

FIN 774
Speculative Markets
This course introduces the student to the world of speculative markets. Toward this end, students will study the key issues in options and futures pricing and learn how to employ these assets to maximize investor utility. An examination of controversial issues in this area will be conducted. Students will write a research note on an important issue in the speculative markets field.
Prerequisite: MBA 692

FIN 776
Employee Benefit Planning
An analytical study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design and administration, cost, funding, and regulation as viewed from a benefits manager's financial perspective.
Prerequisite: MBA 692

FIN 780
Applied Research in Business
(See ACC 780 for general description.)

FIN 784
Selected Topics in Finance
Analysis of current issues in financial theory and practice. Topical coverage will vary from term to term.
Prerequisite: MBA 692

Health Care Administration

HCA 731
Strategic Management of Health Care Organizations
Provides an analysis of the various sectors of the health care industry including acute care, ambulatory care, long term, and the pharmaceutical industry using a strategic management framework. Issues related to competitive analysis, strategy formulation and implementation of strategic decisions are examined through a case analysis approach.

HCA 770
Ambulatory Care Management
This course examines the organizational, legal, and financial management issues which influence ambulatory care management. Issues related to practice management, physician contracting, utilization review and quality assurance are examined in the ambulatory care environment.
Prerequisites: MBA 630, MBA 691

HCA 771
Long Term Care Administration
Analysis of the various methods of providing long term care services to the aged including community based services, home health, continuing care communities, nursing homes, and mental health services. Operational issues related to financing, marketing, quality assurance, and strategic planning for long term care services are examined in this course.
Prerequisites: MBA 630, MBA 691

HCA 772
Marketing for the Health Care Organization
Examines health care marketing as a viable mechanism for meeting consumer need and service demand. Design, promotion, and evaluation of various marketing strategies are considered in relation to professional, governmental, and consumer response to marketing strategies.

HCA 775
Financial Management of Health Care Institutions
Provides administrators with a thorough understanding of financial management as it pertains to a health care environment. Examines the budgeting and financial planning process as a system for management and control at various administrative levels within health care institutions. Cost finding techniques, reimbursement and rate setting, and financial reporting are explored.
Prerequisites: MBA 630, MBA 691

HCA 776
Managed Care
Organizational, financial, and management issues which influence the operation of various managed care products are analyzed. Topics related to relationships with regulatory agencies, finance and underwriting, medical group management, and market segmentation are discussed.
Prerequisites: MBA 630, MBA 691

HCA 780
Applied Research in Business
(See ACC 780 for general description.)

HCA 794
Legal and Regulatory Environment of Health Care
Introduction to law and legal process as it relates to health institutions. Specific focus on the liability of the administrator in relation to the governing board, medical staff, and patient. Impact of federal and state regulations, risk management, and patient rights legislation are addressed.
Prerequisite: HCA 731

Management

MGT 728
Management in the Public Sector
Application of management theories to the operation of organizations in the public sector. Stresses the difference in management between private and public sector organizations, while covering such topics as bureaucracy in the political system, accountability and responsibility, public personnel administration, and the budgeting process.

MGT 730
Management of Nonprofit Organizations
An examination of management principles and practice for nonprofit organizations. Consideration of leadership in a nonprofit environment, motivation of staff and volunteers, role of the founder and the board, types and structures of nonprofit organizations.

MGT 736
Organizational Design: Beyond the Fads
There is a well-documented tendency for managers to jump from one fad to another in designing (and redesigning) their organizations. This course suggests that there are not simple solutions, but rather that organizational restructuring should involve a careful analysis of the needs of one's organization. The course examines a variety of factors that high level managers should take into consideration when restructuring, including the organization's size, environment, strategy, internal strengths, personal values, and technology. We will also examine ways that organizations influence their environments (e.g., mergers, strategic alliances, and lobbying) and the effects of current structural trends, such as downsizing, outsourcing, and employee involvement programs.

MGT 739
Managing Cultural Diversity in the Workplace
This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations; explore the challenges that managing cultural diversity presents to organizations and individuals associated with them; gain awareness of the issues related to ethnocentrism, racism, sexism,

and ageism; develop an understanding and appreciation for people from Hispanic and Asian cultures; discuss current techniques used in cultural analysis, and read and evaluate research in the field of cultural diversity.
Prerequisite: MBA 810

MGT 741
Organizational Development and the Consulting Process
Provides practicing and potential managers and consultants with an exposure to organizational change programs. It focuses upon the change process by addressing organizational diagnosis, implementation of change, and the evaluation process.
Prerequisite: MBA 810

MGT 742
Organizational Communication
Study of organizational communication theories and applications, including: issues of organizational climate, the information environment, public communication, and strategies for the development of appropriate communication systems. Class will include student analysis of specific workplace communication networks.
Prerequisite: MBA 810

MGT 743
Entrepreneurship
Fundamental capitalism studied from its basic unit of new business formation. Special challenges in sensing opportunity, risk evaluation and control, pressure vs. gratification, professional and personal support systems, confidence and judgment, are studied in cases and lectures. Basic capital formation and deployment, growth planning, and self-employed career development are emphasized in a management context.
Prerequisite: MBA 630

MGT 744
Power and Influence
This course is designed to provide a realistic understanding of individual and organizational power issues. It will help you to use this understanding to produce constructive outcomes for you and your organization. The theories will help you make sense of personal and organizational experience and will provide additional insight into your power orientation and influence strategies. The course will be organized around lectures, discussion, and experiential learning.

MGT 745
International Management
Considers identification, development, and exploitation of business prospects across frontiers. Importing, exporting, investment, and operations management integrated with issues of sovereignty, culture, treaties, politics, and finance. Heavy case emphasis, lectures, and team projects cover unique methods, opportunities, and challenges in world trade.
Prerequisite: MBA 630

MGT 752
Managerial Skills Laboratory
Self-assessment and improvement of those skills critical to an effective manager through active participation in classroom activities and interaction of specific techniques that can be learned and practiced in the laboratory setting, then used in the work situation.
Prerequisite: Permission of the Professor

MGT 760
Human Resource Management
This survey course provides an overview of the major areas of human resource management including HR strategy and planning, EEO laws, job analysis and competency models, recruiting, selection, training, performance appraisal and management, job design, compensation, benefits, and labor relations. Focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure business success.
Prerequisite: MBA 810

MGT 761
Employment Legislation
Federal and state statutes influencing or controlling management's options in handling problems of EEO, employee benefits, and insurance, OSHA and workman's compensation, and wages and hours.
Prerequisite: MBA 810

MGT 762
Collective Bargaining
A study of the collective bargaining process and the administration of the resulting trade agreement within the statutory constraints established by government in the public and private sectors.
Prerequisite: MBA 810

MGT 763
The Arbitration Process
The arbitration process from grievance application to arbitral disposition. Special attention to managerial decision making and its effects on the arbitration process; legal constraints affecting this process. Topics include: history and scope, procedures and techniques, and substantive issues such as management rights, seniority, discharge and discipline, employee benefits and remedies. Discussion of actual arbitration cases; filmed hearings. Practical methods of resolving disputes before reaching the arbitration stage.
Prerequisite: MBA 810

MGT 768
Topics in Human Resource Management
Examines selected advanced areas in human resource management. Specific topics are considered in-depth and vary from term to term.
Prerequisite: MBA 810

MGT 769
Human Resource Development
This course reviews a variety of approaches to developing human resources in organizations. There is special emphasis on needs analysis as well as the design, delivery, and evaluation of training programs or development initiatives. The role of performance and behavioral feedback in development is also discussed. The course includes hands-on experience in the design of training programs or development initiatives. Students may also examine special topics (for example, web-based training, coaching, expatriate training, or executive development).
Prerequisite: MBA 810

MGT 780
Applied Research in Business
(See ACC 780 for general description.)

MGT 786
Management Seminar
Each student conducts an independent study of a selected management problem within the context of the overall seminar topic, such as quality of worklife, organizational decision making, etc. Requires use of management tools and concepts developed in previous management courses. Focus is on providing an integrating experience.

Management Information Systems

Three courses are required for Specialization in Management Information Systems:

- MIS 710
- MIS 720
- choice of an additional MIS course

MIS 700
Business Applications Programming
This course explores a problem solving methodology that employs computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving typical business problems. Students will learn skills and techniques to solve such structured problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, implementation of it using selected programming languages, and documentation of such a programming project. Two procedural languages, BASIC and COBAL, will be employed in parallel as implementation vehicles. Students will explore the object-oriented programming paradigm and learn to program in Visual Basic for developing applications in the Graphical User Interface (GUI) environment. Finally, principles of Web page design and programming in HTML (HyperText Markup Language) will be studied.
Corequisite: MBA 820

MIS 705
Emerging Information Technology
The purpose of this course is to provide students with an understanding of the critical role that information technology (IT) plays in today's organizations and society, and to help them appreciate the speed and the magnitude of change in information technology. There are two main components of this course: (1) historical perspective on the strategic role of IT; and (2) the structures, issues, and trends in the contemporary IT industry focusing on communication, telecommunication and connectivity, hardware and software trends, electronic commerce, National Information Infrastructure (NII) and information highway, the role of government and other constituencies influencing the future of IT, and the role of Chief Information Officer (CIO).
Corequisite: MBA 820

MIS 710
Information Systems Analysis and Design
This course is about structured analysis and design methodology for systems development using Computer Aided Software Engineering (CASE). Students become familiar with data and process specification techniques such as Entity Relationship Diagrams, Data Structure Diagrams, Physical and Logical Data Flow Diagrams, and Data Dictionary by working on a systems development project within an interdisciplinary group.
Corequisite: MBA 820

MIS 720
Database Management
This course focuses on data management in organizations, and on the design and development of database applications. Also covered in the course are the database architecture, logical and physical data design, and the integration of databases with programming. Topics include conceptual data modeling, normalization and database design, database system implementation, SQL, distributed data management and client-server systems, and database administration.
Prerequisite: MIS 710

MIS 730
Electronic Commerce for Competitive Advantage
This course will identify the technologies necessary to develop an Electronic Commerce (EC) business model; the technologies necessary to develop an EC application including distributed processing, security, Web-to-legacy database connectivity, etc; and then how to evaluate the effectiveness of a transaction-based Web site. The course will also include EC business models. The course will include a case study approach, examining successful sites such as CISCO, Amazon, FedEx, etc. The students will work in teams to design and implement an electronic commerce site.
Corequisite: MBA 820

MIS 775
Project Management for Information Technology and Systems
Concepts, principles and practices of project management in information technology and systems. Integrates the pertinent organization structure and behavior with project management issues. Covers the project management life cycle. Includes project planning, controlling, and monitoring techniques in the areas of project integration, scoping, time considerations, costing, quality assurance, resource planning, reporting, risk analysis, and procurement. Case studies and implementation using appropriate project management software.
Corequisite: MBA 820

MIS 780
Applied Research in Business
(see ACC 780 for general description)

MIS 785
Decision Support and Expert Systems
This course is about the manager's responsibilities for problem solving and decision making, and about those areas in which computers can be used as tools to gain the insight needed to support selection of decision alternatives. The systems covered in this course go beyond traditional file and information manipulation programs. Interactive Financial Planning Systems

(IFPS), EXPERT Choice, and EXSYS are utilized in a hands-on environment to develop "goal-seeking" and "what-if" simulation models to complement analytic decision making frameworks.
Corequisite: MBA 820

Marketing

MKT` 730
Marketing Research
Research design, measurement and scaling, sampling, data collection, and data analysis from a marketing point of view. Application of research techniques to specific marketing decision areas.
Prerequisites: MBA 503, MBA 620, MBA 690

MKT 732
Consumer Behavior
Examines the social, cultural, psychological, and economic influences on consumer behavior. Applications of behavioral science principles to the development of marketing strategies.
Prerequisite: MBA 690

MKT 734
Advertising and Promotion Management
The study and practical application of the analysis, planning, control, and decision making activities involved in the promotional process. Topics include: objective setting, budgeting, persuasion and attitude change, copy and media decisions, sales promotion programs, and the evaluation of marketing effectiveness.
Prerequisite: MBA 690

MKT 738
Selected Topics in Marketing
Topics covered are considered in depth and vary from term to term. They include sales management, new product development, and sales forecasting.
Prerequisite: MBA 690

MKT 739
International Marketing
A managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing.
Prerequisite: MBA 690

MKT 780
Applied Research in Business
(See ACC 780 for general description.)

MKT 788
Marketing Seminar
Critical evaluation of recent developments and issues in the marketing field. Preparation of a research paper integrating a variety of previously developed conceptual tools and strategies. Seminar topics vary and are announced each term. Topics include: advertising, decision making, marketing research, and application of management science in marketing.
Prerequisite: MBA 690

Executive MBA for Science and Technology

Associate Dean
Joseph Y. Ugras, Ph.D., C.M.A.

Director
Marie L. Zecca

Description of Program

La Salle University's Executive MBA Program, the first and only of its kind in the region, is designed for the specific needs of medical, science and technology professionals. It was created with the realization that scientists and engineers need to play a greater role in business decisions. The executives of tomorrow need to become more involved in managing the business aspects of their practices their organizations.

The program provides working science professionals the business leadership tools to advance in a technology-driven global economy. Qualified candidates will have at least seven years of work experience and hold educational credentials in the natural sciences, engineering, or technology. Courses will be held on alternating Fridays and Saturdays during the five semester, 20 month program at the Bucks County Newtown campus. An exciting International Study program will be offered at the conclusion of the program.

Admission Requirements

Applications to the EMBA will be reviewed on a rolling admissions basis. The Fall semester class size will be limited to 24-28 participants.

Requirements:

1. Undergraduate degree in engineering, computer science, or the natural sciences. (A candidate with a graduate degree in one of these areas will qualify for admission.)

2. Test Scores from the Graduate Management Admissions Test (GMAT)*

3. Seven years of work experience with at least five years in management

4. Verification of organizational or self-sponsorship

5. Motivation and personal commitment to participate in EMBA classes.

6. Personal interview

*Applicants holding advanced degrees may be eligible for exemption from the GMAT.

Application Requirements

- Application Form and $100.00 Processing Fee
- Essays and Personal Statements
- Current Resume
- Two Recommendation Forms
- Organizational Sponsorship Agreement
- Transcripts (undergraduate and graduate)

Faculty
Professors: Barenbaum, Schubert, Seltzer, Smither, Stickel
Associate Professors: Meisel, Mshomba, Talaga, Tavana, Ugras
Assistant Professors: Brazina, Szabat

> **The application for admission may be obtained by contacting:**
> Marie L. Zecca
> La Salle University
> Philadelphia, PA 19141
> 888/LSU-9781
> E-mail: emba@lasalle.edu
> www.lasalle.edu/emba

Tuition and Fees 2001-2002

The EMBA tuition is $24,000 per year or $48,000 for the twenty-month program. This fee will include all instructional costs, textbooks and course materials, course specific software, continental breakfast/lunch/breaks on class days, all special events including the orientation residential and the international seminar. A Pentium-class laptop with Windows and MS Office software will be provided.

Graduate Loan Programs

There is no financial aid for participants in the EMBA program. However, several loan opportunities exist through the Federal Stafford Loan and the MBA Loan programs. For more information, please refer to the MBA Explorer website at www.gmat.org or contact the La Salle Financial Aid Office at 215/951-1070.

Schedule

The EMBA starts with an optional two-day pre-session in August to include review courses in Computer Literacy and Statistical Methods. A mandatory three-day residential orientation program will be held at an executive conference site prior to the beginning of classes. Traditional classes will meet all day (8:00 a.m. to 5:00 p.m.) on alternating Fridays and Saturdays during the fall and spring semesters and from 8:00 a.m. to 4:00 p.m. during the summer sessions. **All EMBA courses will be held at the Bucks Center in Newtown, PA.** The international seminar will be offered in May of the second year. Graduation takes place after the trip in June.

Curriculum Highlights

The EMBA requires 16 courses for a total of 48 credits. The program contains traditional graduate business level courses tailored to the needs of the executive student. The courses will present cases, readings, and other material dealing with business issues for science and technology. Elective options will change as new technologies and business trends emerge. The curriculum emphasizes leadership, technology, and strategic management. The EMBA concludes with a twelve day Euro-Seminar that will expose students to the opportunities and challenges of conducting business in the global environment.

Course Descriptions

Pre-Session

Computer Literacy for the Contemporary Business Environment (Optional)

This module focuses on the skills needed to use information technology and computing applications in the business environment. There will be special emphasis on the use of a graphical user interface, packaged software and their applications, and the navigation of the worldwide web and the Internet.

Statistical Methods (Optional)

This module reviews the basic mathematical concepts and techniques necessary for the business environment, with an emphasis on problem solving and critical analytical thinking.

EMBA 905

Statistical Thinking for Managers

This course introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. Students will learn: how to gather data usefully, how to summarize data into understandable form, how to use probability ideas in understanding data, how to infer and predict based on the always-limited available data, and how to use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.

EMBA 910

Financial Accounting: A Customer Focus

This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory valuations, and methods of obtaining capital.

EMBA 915/916

Self-Assessment for Leadership
Two Courses/6 Credits

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop, and reports on efforts to develop those skills.

EMBA 920

Information Technology for Decision Making
3 credits

This course is about the manager's responsibilities for problem solving and decision-making, and those areas in which information technology (IT) can be used to gain the insight needed to support selection of decision alternatives.

EMBA 925

Managerial Accounting for Decision Making Planning and Control
3 credits

This course focuses on the firm's management accounting system as its primary information system. The course examines the problems of cost measurement, planning, coordination, control, and incentives. The course explores how accounting systems address business problems and how they evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. During the course the students will be utilizing computer software to solve managerial accounting problems and cases.

EMBA 930

Business Economics
3 credits

In this course the focus is on market-type economies. The participants will be exposed to microeconomics and study the behavior of individual decision-makers and their interaction with the markets. They will also be exposed to macroeconomics which studies the allocation of resources and the distribution of goods in modern market economies.

EMBA 935

Financial Markets
3 credits

This course will serve as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. Throughout, the emphasis is on the significance of these elements for conducting the financial affairs of businesses.

EMBA 940

Creating Customers through Effective Marketing Management
3 credits

Shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Course topics include: market, consumer, and competitive analysis; segmentation, targeting, and positioning; product development, pricing, promotion and distribution; marketing strategy and planning.

EMBA 945

Financial Performance: Control and Measurement
3 credits

This is a survey course focusing on how managers can construct a decision making process which maximizes the value of the firm. As the majority of financial decisions require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies and text material will be used to integrate current financial theory with pragmatic financial decision-making. A working knowledge of

the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis

EMBA 950
Competing in a Global Market I: Analysis of the Business Environment
3 credits

This integrated course present a conceptual framework for analyzing the global business environment. In this course the students will be analyzing the economic, social, cultural and political factors affecting the organization's ability to compete domestically and internationally. In the course, the legal and ethical environment of the business will be examined and a framework for socially responsible decision-making will be constructed.

EMBA 955
Effective and Efficient Management of Operations
3 credits

An introduction to concepts, principles, and practices of effective and efficient creation and distribution of goods and services. Focuses on quantitative techniques for problem solving and decision-making in a variety of strategic and tactical areas of operations management, including total quality management, product mix, process design, materials requirement planning, inventory control, and project management.

EMBA 960
Financial Statement Analysis
3 credits

This course integrates the areas of finance and accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to manage earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision-making situations such as stock price evaluation and loan approvals. This is accomplished through a body of knowledge developed by research in accounting, finance, and economics.

EMBA 965
Competing in a Global Market II: Analysis and Implementation of Strategy
3 credits

Develops the strategic analysis skills and applies the tools and skills learned in other required courses to analyze and solve strategic problems in a global marketplace. The course deals with industry analysis as well as understanding of the global market and the competition. The students are prepared to think and act strategically as leaders in the domestic and global marketplace.
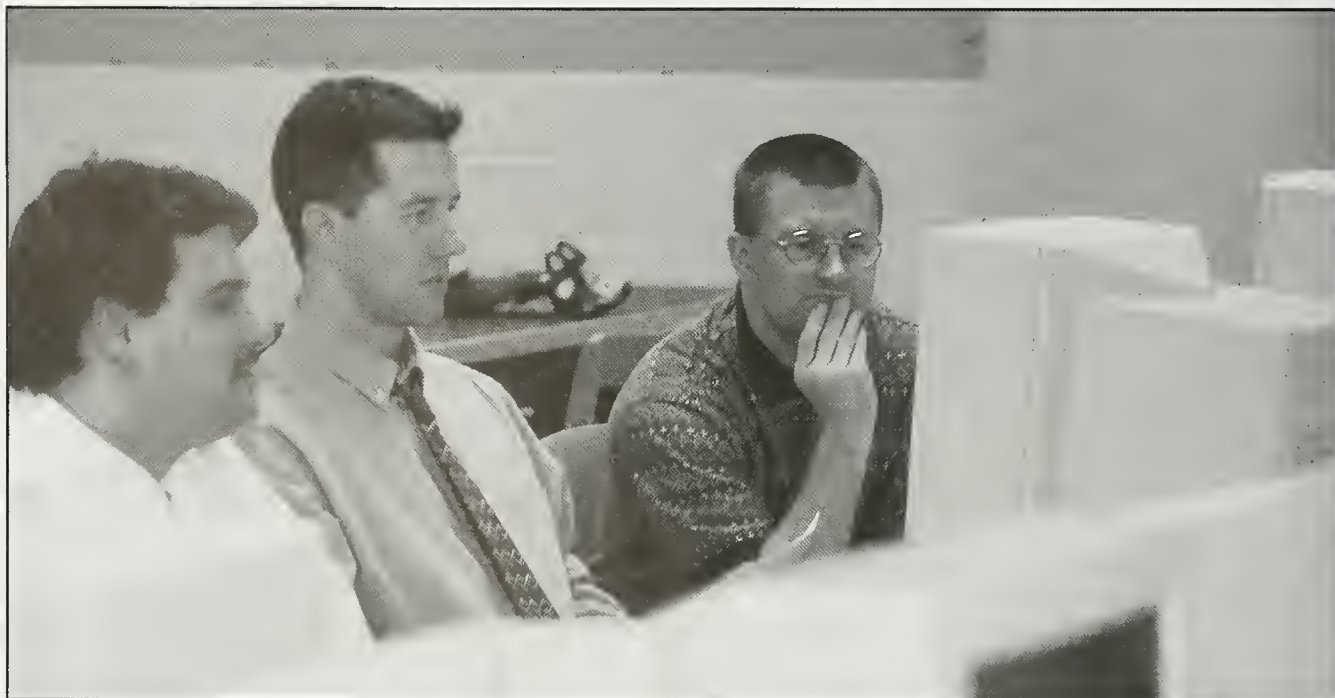
EMBA 970
Special Topics
3 credits
E-Business and The Evaluation of Emerging Technologies (Modules)

EMBA 975
International Study Seminar
3 credits

Master of Science in Global Management of Technology

Associate Dean
Joseph Y. Ugras, Ph.D., C.M.A.

Director
Elizabeth Scofield

Faculty
Professors: Barenbaum, Blumenthal, Miller, Schubert, Seltzer, Smither
Associate Professors: Talaga, Tavana, Ugras, Van Buskirk
Assistant Professors: Bean, Gauss

Description of Program

The Master of Science in Global Management of Technology program provides a global educational experience for individuals with undergraduate degrees in the natural sciences, engineering or technology. Students enrolled in this 48 credit program study on two continents and gain in-depth international experience as well as applied experience. The program prepares them to manage and lead international teams in production, technical or applied research settings. Courses are conducted in English and students are immersed in the German language as part of their studies. Upon successful completion of the program, students receive the Master of Science in Global Management of Technology, one degree from both La Salle University and Reutlingen University.

During the fall semester, students study business at LaSalle's School of Business Administration. The School of Business Administration joined the ranks of the top 20% of business programs in the United States in 1995 by achieving the distinction of accreditation by the prestigious International Association for Management Education (AACSB)

The spring semester takes place at Reutlingen University of Applied Science in Southern Germany. This semester focuses on critical issues in technology and science and the business environment in Europe. In the third semester, a supervised internship experience provides students with an opportunity to integrate and apply their classroom experience. This internship is monitored by faculty from LaSalle University and Reutlingen University.

Graduates will have:

• A broad understanding of business issues in North America and Europe,

• A basic understanding of the tools used to manage a business from financial statement analysis, decision support systems, etc.,

• Team and leadership skills,

• Experience in working with cross-cultural groups,

• An appreciation of the unique issues associated with managing technology, global projects, and

• a semester of work experience.

The Admission Committee of the GMT Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The structure of the program requires students to have an undergraduate degree in a technical discipline such as engineering, computer science, or the natural and physical sciences.

Admission Requirements

Applicants must submit the following information:

• Application Form

• Application Fee

• Official Transcripts

• Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE)

• Resume

The Admission Committee adheres to the accreditation standards established by AACSB.

Application Deadline: June 1st to be considered for fall admission.

The Application for Admission may be obtained by contacting:
GMT Program
La Salle University
Philadelphia, PA 19141
E-mail: gmt@lasalle.edu
www.lasalle.edu/gmt
1-888-LSU-7480

Tuition and Fees 2000-2001

The GMT tuition is $18,000 per year paid over a period of three semesters.

Students from European Union countries receive a $6,750 tuition credit for this program. Their tuition credit is subsidized by Reutlingen University.
First installment: $6,750
Second installment: $6,750
Third installment: 4,500

This fee does not include housing, books, meal plans, or travel.

Graduate Loan Programs

For more information about financial aid for GMT students, please contact the La Salle Financial Aid Office at 215/951-1070.

Course Descriptions

La Salle Courses

GMT 500
Program Orientation
16 hours – The program orientation will include: discussion of program goals and objectives, and an introduction to theory of small group interaction.

GMT 510
Business Communication
29 hours - Students will learn to write effective documents for the business world, and to refine their public presentation skills. They will begin preparation for their internship semester and interact with the University's Career Development Staff.

GMT 520
Team Leader Development
39 hours - Goals include developing the knowledge and skills necessary to be an effective team leader and integrating group experiences with the theory and practice of leadership. The course will be comprised of four components: communication skills, team development, assessment, and special topics in team leadership.

GMT 530
Culture and Language Immersion Program
39 hours - This course is comprised of two parts. The first part, a German Culture/Language Immersion component, will develop the student's ability to handle basic, everyday conversational situations, familiarize them with basic business vocabulary, help them understand Germany's geo-political location in Europe, and provide them with a knowledge of German customs and practices. The second part, an American Culture/ Language Immersion component, will refine the student's existing language skills, and familiarize the student with American business technology, regional political geography, and social customs and practices.

GMT 540
Information Technology for Decision Making Module
21 hours - This module is about the manager's responsibilities for problem solving and decision-making and those areas in which Information Technology (IT) can be used to gain the insight needed to support selection of decision alternatives. Topics include: Transactional Processing Systems, Management Information Systems, and Decision Support Systems.

GMT 550
Marketing Management for Technology
42 hours - This course will introduce students to marketing, in particular how marketing relates to other industrial activities; the nature of business-to-business (BTB) marketing, including nature of BTB demand, buyer behavior and market segments; and a market-oriented approach to new product development. There are three course requirements, including a case presentation, industry analysis, and a course project.

GMT 560
Issues in Accounting and Finance
4, 59 hours - This course is designed to develop insight into the roles that accounting and finance play in the performance of technology companies. Students will acquire basic knowledge and skills in accounting and finance and be able to apply their knowledge to real world accounting and financial issues. Accounting sets will be used to demonstrate practical applications.

GMT565
International Management
12 hours - This course explores the similarities and dissimilarities of management practices in various cultures and the transferability of management practices from one culture to another. The political, economic and cultural factors primarily affecting management theory and practice are discussed.

GMT 570
Analysis of Business in North America
40 hours - This course is designed to provide students with an overview of business and technology management issues in a variety of industries; help students identify information sources that can be used to understand and analyze the business environment; provide students with an overview of key macroeconomic trends and issues; and provide students with an opportunity to meet and interact with team leaders/project managers with technical backgrounds, thereby helping students to understand the challenges facing people who work in various technology management positions. The centerpiece of this course will be a series of visits to companies so students can become familiar with business and technology management issues in a variety of industries.

GMT 580
Business Strategy Capstone
18 hours - This course will be comprised of four separate, but interrelated activities. The first will be a revisiting of the simulation. The simulation will be run, with upgraded variables and expectations. The second, third and fourth components will depend up the complexity of the students' relationships with the firms visited during the Business Environment course. Ideally, each of the firms will have stated a "question" to the students for their review. Each group will take on the responsibility to answer one firm's question. Then the students will research the issue, write a consultant's report, and present these recommendations for the review of the host firm.
The skills developed will provide the students with the ability to successfully work in groups while analyzing industry wide practices and trends, specific firm strengths and weaknesses and logical, desirable recommendations for strategic improvements to the firm.

Reutlingen Courses

GMT 600
Introduction
Week 1 - Introduction to the staff and the vicinity, defining the goals for the semester in Reutlingen, forming small work groups (by major, cultural background and general group dynamics), and assigning group tutors. Lessons in German/European cultural, historical and political background.

GMT 610
Overview Technology

Weeks 2-13, 4 hours per week - This course is meant to broaden the knowledge of the students in various technical fields. For that purpose, the professors from the different technical departments of the Fachhochschule Reutlingen contribute lectures of their specific fields. The lectures are grouped in four major topics: membrane technology, environmental aspects, use of materials in modern products, and electronics. The work groups formed in the Introduction will prepare each topic in order to give an overview of the basic technologies and relate questions for the discussion after each lecture. The professor in charge of the course supervises this work. Part of the lectures are followed by an excursion to nearby companies to visualize practical examples.

GMT 620
Planning and Management of Manufacturing Process

Weeks 2-13, 4 hours per week - This course will give the students an overview of the different aspects of the manufacturing processes. The following topics are addressed: factory planning and management, automation, quality management, from prototype to series production. The course will use exercises and case studies to relate it to practical needs and problems. Guest lectures from Fachhochschule Reutlingen and cooperating companies as well as excursions will contribute specific knowledge and practical experience.

GMT 630
Sustainable Technologies

Weeks 2-13, 4 hours per week - Students will become acquainted with sustainable technologies and their application in modern production. Topic of this course are: life cycle assessment, recycling, return of material and energy flows into the production process, monitoring of critical bio-indicators. Exercises and case studies will relate the course to practical needs and problems. Guest lectures from Fachhochschule Reutlingen and cooperating companies as well as excursions will contribute specific knowledge and practical experience.

GMT 640
Logistics and Supply Chain Management, Business in Europe

Weeks 2-13, 4 hours per week - The course logistics will focus on the complete supply chain; supply chain management is discussed in detail. Also, the information management process including procurement, production logistics as well as distribution and waste management is addressed. The part "Business in Europe" is meant as counterpart to the Philadelphia module and the student will become acquainted with European protocol in the field of economics. Differences in the legal structure of companies, acting under different European legal systems, ethical aspects, technology assessment etc. are addressed.

GMT 650
Systems Engineering, Project Management, Information and Communication Technology

Weeks 2-13, 4 hours per week - Outgoing from the Philadelphia module "Team Leadership Development," this course will teach the students systems engineering and project management. Basic methodologies and technologies used in complex planning and management tasks are presented. The different aspects are addressed in lectures and practical exercises, which will be worked on in small teams. Students will also become acquainted with modern Information and Communication Technology. This course will prepare the students for the "Management of Technology Capstone" following in week 14.

GMT 660
Culture and Language Immersion Program

Weeks 1-15, 4 hours per week - Courses are offered in German as a Foreign Language and/or French and Spanish, as well as courses covering German and European culture, history and politics. The immersion program will be designed according to the needs of the incoming groups, interests, backgrounds, linguistic background and professional orientation.

GMT 670

Management of Technology Capstone

Week 14, 14 hours per day, 5 days - The students work on a case study of planning a factory: Multimedia Integrated Global Planning of Technology (MIGOPLANT). This Capstone is based on the technical courses of the semester in Reutlingen as well as the knowledge and skills gathered at LaSalle It provides hands-on experience in project management. A special feature is to involve companies, databases and work groups in other countries, which will be achieved by the use of the Internet.

Final discussions and presentations, Preparation of Internship semester

Week 15 - Final discussions and presentations from the Capstone project. In preparation for the Internship semester, students will introduce specific projects. Assign the two monitoring professors (one from LaSalle and one from FH Reutlingen) to each student.

GMT 700
Corporate Internship Semester

This course will provide students with the opportunity to integrate classroom learning with professional employment. The internship will be continuously monitored by the corporate partner, in conjunction with the GMT administrative staff and faculty from Reutlingen and La Salle. The internship requires a minimum of 3-5 months of commitment.

Master of Arts in Bilingual/Bicultural Studies (Caribbean Spanish)

Director
Glenn A. Morocco, Ph.D.

Faculty
Associate Professors: Allen, Angerosa, Fair, Morocco
Lecturers: Blanco, Gross-Alvarez, Irizarry, Navarro, Pérez, Swartz

Description of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time degree program (evenings, Saturdays, and late spring) for educators and other professionals who work with the ever growing Latino population of the Philadelphia area and the nation. The program is designed to provide extensive bilingual and bicultural instruction for police officers, nurses, hospital employees, social workers, court employees, human resources professionals, etc.

The program is flexible and may be tailored to fit the needs and interests of individual students. **The language component is individualized, and students are encouraged to apply regardless of their current proficiency level in the Spanish language.**

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.

2. Acceptable scores in the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center at La Salle University.

3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.

4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by contacting:
Glenn Morocco, Director
Bilingual/Bicultural Studies
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1209
Fax: 215/951-1855
E-mail: morocco@lasalle.edu

Tuition and Fees 2001-2002

Application Fee $35
Tuition (per credit) $450
General University Fee (per semester).. ....$75
Late Registration Administrative Fee $50

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of Bilingual/Bicultural Studies for more details.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

Core Course Requirements

A minimum of 30 credits is required for the degree.

Degree candidates may begin the program with BLS 501 Urban Spanish I or BLS 502 Urban Spanish II.

All degree candidates are required to complete certain courses in Spanish language.

Advanced language students are required to complete:
BLS 511 Language and Culture of Puerto Rico I
BLS 512 Language and Culture of Puerto Rico II
One other course in Caribbean Literature

Students who are not advanced Spanish language must complete the series of five Urban Spanish Courses:

BLS 501, 502, 503, 504, and 505

All students must matriculate in BLS 600 Dynamics of Cross-Cultural Communication.

All degree candidates must complete BLS 651 Master's Project.

All degree candidates must complete the Spring Immersion Session. This 9-credit, 5-week program in May and June (which may be divided over several years if necessary) includes intensive language training, symposia/workshops, and field experience in the Latino communities of the region.

In order to complete the degree, all candidates must complete a capstone Master's Project (BLS 651), which may take the form of a thesis.

Course Descriptions

BLS 501 Urban Spanish 1
BLS 502 Urban Spanish 2
BLS 503 Urban Spanish 3 (Spring Immersion Program)
BLS 504 Urban Spanish 4
BLS 505 Urban Spanish 5
These courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Caribbean Spanish, especially that of Puerto Rico. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Instructors and others from the Latino community will develop new materials for the teaching of these courses. Tests evaluate oral and written competency of the candidate at each level.

BLS 511
Language and Culture of Puerto Rico I
This course is for advanced students of Spanish who need development in understanding the spoken and written language of Puerto Rico. Special attention is given to colloquial expressions of the Caribbean. Reading materials in this course not only represent special linguistic characteristics of Puerto Rico, but also reflect the cultural roots and values of the Puerto Rican community in urban mainland settings. (In Spanish)

BLS 512
Language and Culture of Puerto Rico II
This is an intensive language course for advanced Spanish students. Emphasis is placed upon group work in which students gain practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals. This course forms part of the Immersion Program and meets four times a week for five weeks in May-June period. (In Spanish)

BLS 508
Workshops and Symposia (Spring Immersion Program)
Offered during the five-week Immersion Program (May-June), this course of study consists of a series of symposia and practical workshops presented by specialists chosen from bilingual schools, the fine arts, medical agencies, law enforcement facilities, and social agencies as well as local universities including La Salle.

BLS 520
Field Experience in the Latino Community
During the academic year, each student will find placements in a field experience directly related to his or her profession in the Greater Philadelphia/ New Jersey Latino Community. Teachers will assist in bilingual schools, police in districts in bilingual neighborhoods, and social workers in social agencies dealing with Latinos, etc.

BLS 600
Dynamics of Cross-Cultural Communication
The major objectives of this course are to develop an appreciation of diverse cultural backgrounds, especially among Latinos and Anglos, and to develop awareness of the complexity of cross-cultural communication. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Latinos; language and culture; language as social behavior; and channels of communication. Required for the MA.

BLS 601
Techniques of Teaching English to Speakers of Other Languages
Analysis of various methodologies used in teaching English as a second language. Emphasis upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar. Attention given to affective techniques in second language learning.

BLS 602
History of the Americas
This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis on such topics as Puerto Rico's special relationship with the United States, Latino immigrants in the United States and their special problems, Cuban exiles, and the historical relationship between Latino and Anglo communities.

BLS 603
Literature of the Spanish Caribbean
This course is designed to familiarize the student with the problems of the Caribbean individual as seen through major literary works. Students read novels, short stories, essays, and poetry of such writers as Julia de Burgos, González, Soto, Figueroa, Díaz Valcarcel, Marqués, and Luis Rafael Sánchez. Emphasis is given to a cultural, sociological approach as well as a literary one in order to understand better the problems of the Caribbean individual and his or her perception of society.

(In Spanish)

BLS 604
Cultural Pluralism and Problems of Minority Groups in the U.S.A.
Emphasizing Latinos but also focusing in general on race, ethnicity, language, cultural and social stratification, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

BLS 605
Curriculum and Development of Bilingual Programs
This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization of a bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

BLS 607

Art and Culture of Puerto Rico

This course traces the history of art in Puerto Rico, emphasizing the major influences on its evolution. Taino, Spanish, and African contributions to art in Puerto Rico will be explored in detail. (In Spanish)

BLS 620

Independent Study

Independent study in Caribbean history, language, or literature must be approved by the Director of the program.

BLS 635

Myths and Legends in Caribbean and Latin American Literature

This course explores mythic patterns and archetypes in Caribbean and Latin American Literature. Readings include works by such prominent figures as Luis Rafael Sánchez, Alejo Carpentier, Juan Rulfo, Miguel Angel Asturias, Gabriel García Márquez, and others. In addition, there will be supplementary readings from the work of Carl Jung, Joseph Campbell, and other theorists on myth. (In Spanish)

BLS 639

Advanced Spanish Grammar and Syntax

Designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. Includes intensive oral and written practice with a view toward improving native and non-native students' speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish Speaking world.

BLS 651

Master's Project

A supervised, individual project that may be related to the student's fieldwork in the Latino community. All project topics must relate to the mission and goals of the Bilingual /Bicultural Program. The project is the required capstone experience of all members of the MA program.

BLS 678

Texto en Contexto: A Panorama of Present-day Puerto Rico through Selected Texts

A survey of contemporary Puerto Rican thought, this course explores issues critical to the Caribbean Island Nation's social, cultural, historical, and political identity. Texts hail from a multiplicity of academic disciplines literary genres, and popular cultural forms. Among the social sciences covered are Sociology, Anthropology, Economics, and Political Science. Literary genres covered include the essay, poetry, and fiction. Popular cultural forms include folkloric and popular music.

Special Topics

As interest dictates, special courses may be introduced into the curriculum, treating specialized areas of study in bilingual/bicultural issues. In the past, these courses have included such topics as Techniques of Teaching English to Speakers of Other Languages (Reading and Writing Skills), Latinos and Mental Health, Latinos and Urban Economies, Special Programs in Teaching English to Speakers of Other Languages, Special Topics in Caribbean Literature, Language and Prejudice, and Introduction to Graduate Research.

Master of Arts in Central and Eastern European Studies

Director
L. D. Rudnytzky, Ph.D.

Acting Director/2001-2002
Bernhardt Blumenthal, Ph.D.

Faculty
Professors: Blumenthal, Clabaugh, Perfecky, Rudnytzky (emeritus)
Associate Professor: Mshomba
Assistant Professor: Cairo
Lecturers: Grugan, Lavundi, Rayca, Repasch, Thomas, Turzanski

Description of Program

The graduate program in Central and Eastern European Studies provides students with a forum to explore emerging trends, events, and international relationships in Central and Eastern European nations based on those nations' roots in language and culture, with specific emphasis on the impact of a reunited Germany on former Soviet block nations. The program is designed for students who wish to pursue careers in international trade and commerce, geopolitics, teaching, journalism and other related fields, or to prepare themselves for doctoral studies.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education, or the completion of four semesters at a foreign university.

2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and qualifications for enrolling in this program.

3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center. In lieu of the above, foreign students must present an acceptable TOEFL score.

4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by contacting:

Dr. Bernhardt Blumenthal, Acting Director
Central and Eastern European Studies
La Salle University
Philadelphia, PA 19141
215/951-1200
Fax: 215/951-1488
E-mail: cees@lasalle.edu

Tuition and Fees 2001-2002

Application Fee $35
Tuition (per credit) $450
General University Fee (per semester).. ....$75
Late Registration Administrative Fee $50

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Acting Director of the program for more details.

Information about financial aid and application forms for financial aid may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

Required for Degree

1. Proficiency in one Central or Eastern European language

2. Capstone Seminar

3. Completion of 30 credit hours (up to 6 semester credit hours may be transferred from another institution)

Course Descriptions

(All courses listed are 3 credits each)

CES 610
Introduction to Economics: Central and Eastern Europe
The course will offer an overview of diverse economic systems, compare and contrast the economy of Germany and the Eastern European countries, and the demand supply market vs. planned economies. It will focus on the macroeconomics of tomorrow, analyzing emerging issues, formation of new trading blocks and variations in growth and development. It will also offer a survey of new markets and new challenges and a summary of economic transition in Eastern Europe.

CES 620
Cultures of Central and Eastern Europe
This course is a survey of national cultures of peoples of Central and Eastern Europe and an examination of cultural influences and convergencies between East and West with emphasis on the 19th and 20th centuries. The introduction will include an attempt to develop a working definition of the term culture, a theoretical discussion of the various uses of the word, and the drawing of a distinction between German and Austrian cultures. The course also contains an examination of national cultures within empires, the cultures of Central and Eastern Europe under Marxism, and the age of political and cultural freedom in Central and Eastern Europe.

CES 630/631
Masterpieces of Slavic Literatures I/II
A survey of great literary works of the Slavic peoples with emphasis on the 19th and 20th centuries, featuring an examination of spiritual values and an ideological conflict in literature within the context of diverse social and political systems. Among the problems to be examined are: literature under Communism; the hegemony of Socialist Realism in the Central and East European realm; religious literature in the Soviet Union, and the phenomenon of "dissidentism." Readings from the works of: Pushkin, Shevchenko, Mickiewicz, Solzhenitsyn, Honchar, Mrozek, Havel, et al.

CES 640/645
Great German Thinkers
The courses will focus on the study of the major works of great German poets and philosophers of the 18th, 19th, and 20th centuries. Emphasis on the writers' attempts to define ultimate reality, the search for das Ding-an-sich (the thing-in-itself), and their conceptions of paradise. Readings and analysis of the works of: Goethe, Schiller, Kant, Hegel, Rilke, Spengler, et al. will form the substance of the courses.

CES 650
Modern History of Eastern Europe
This course is a survey of major historical developments in the countries of Eastern Europe from Napoleon to the present. It begins with an analysis of the French Revolution and the birth of modern European Nationalism and ends with an examination of the present state of Eastern Europe and the internal and external problems of the successor states to the Soviet Empire. It includes a study of the Russian, Austrian, and Ottoman Empires, the national liberation movements within each of them, and the unabating struggle of oppressed people for nationhood.

CES 660
Democratic Development of Eastern Europe
This course will analyze the issues surrounding the formation and dismantlement of what was known as the Eastern Bloc, and its transformation into a region of developing democratic states. It will include an analysis of the ideological and historical underpinnings of Communism and the formation of the Eastern Bloc, Stalin's legacy, and Soviet Policy from Lenin to Brezhnev, the evolution of Gorbachev's reforms (Perestroika and Glasnost), and a survey of the dissent and democratic movements in Central and Eastern European countries.

CES 670
Religion in Central and Eastern Europe
This course provides a critical and historical survey of the religious traditions of Central and Eastern Europe. Primarily, the course will examine some of the historic and cultural developments within the Christian community with particular attention given to Catholicism and the Eastern Rites (e.g. Ukrainian Catholics), the role of the Orthodox Church in the region and Protestantism. The course also considers the Jewish presence in the region with respect to Yiddish culture and religious practice. Likewise the course considers the Islamic presence in Eastern Europe.

CES 680
Opportunities in Central and Eastern European Markets
The purpose of this course is to provide the students with a greater understanding of current business opportunities in selected markets of the region; to make aware the difficulties likely to be faced by the businessperson attempting to take advantage of those opportunities, and to enable him/her, through acquisition of skills and increasing awareness, to explore these opportunities, independently and in considerable depth. Readings of original materials and discussion of the business opportunities offered will be the principal substance of the course. The students final requirement will be to choose one of the opportunities and prepare a finished analysis of it, including a plan for proceeding.

CES 690
Central and Eastern Europe in the World Economy
The course focuses on issues and theories of international economics. It explores the changing institution, organization, product, destination, and general structure of trade, and analyzes the impact of current economic changes in Central and Eastern Europe on prices, employment, exchange rate, trade and capital flow. It also examines the increasing economic interdependence of countries, which makes the whole world a single market for many commodities, while placing constraints on the extent to which prices can diverge across borders.

CES 611
### Geography of Central and Eastern Europe

This course is an introduction to the Geography of the Central and Eastern European region. It examines the region in terms of; place name geography, weather and climate; biota and soils; topography; cultures; population; population increase and migration; food and mineral resources; geography of languages and religions; cities and urbanization; national economies; regional international organizations and the globalization of economies and politics. The major objectives of the course are: I. To familiarize the student with geographic place names of the Central and Eastern European region. II. To help the student develop an understanding of where people and activities are located in Central and Eastern Europe and why they are located where they are. III. To emphasize communication and transportation ties so that students better appreciate the fact that what happens at places depends more and more on what happens among places. IV. To familiarize the student with how geographers exercise the scientific method of gathering and analyzing information in order to seek explanations for distributions, seek and compare patterns and investigate cause-and-effect relationships by having them participate in this process. V. To develop an appreciation of how people in many different professions can use geography to understand better their employment and their world.

CES 510-515
Immersion Program in German/Russian Language Studies

This course will provide students with intensive foreign language training. Two languages will be offered: German and Russian. The student will be required to master only one of these languages. Other Slavic languages (Polish, Ukrainian, et al.) will be offered on a need/demand basis. The course will include a cultural component, so that the students will not only develop skills in comprehending, speaking, reading, and writing the given language but also acquire information on the contemporary cultural situation of Central and Eastern Europe. There will be use of audio-visual material, including satellite reception and opportunities to converse with native speakers.

CES 700/701
Capstone Seminar

The course will consist of regular meetings with students and will feature discussion and analysis of their individual M.A. theses, projects, or seminar papers. Initial meetings will be devoted to bibliographical searches, reading and comprehension of primary sources, and methodology. At the final meeting each student will present his/her M.A. thesis.
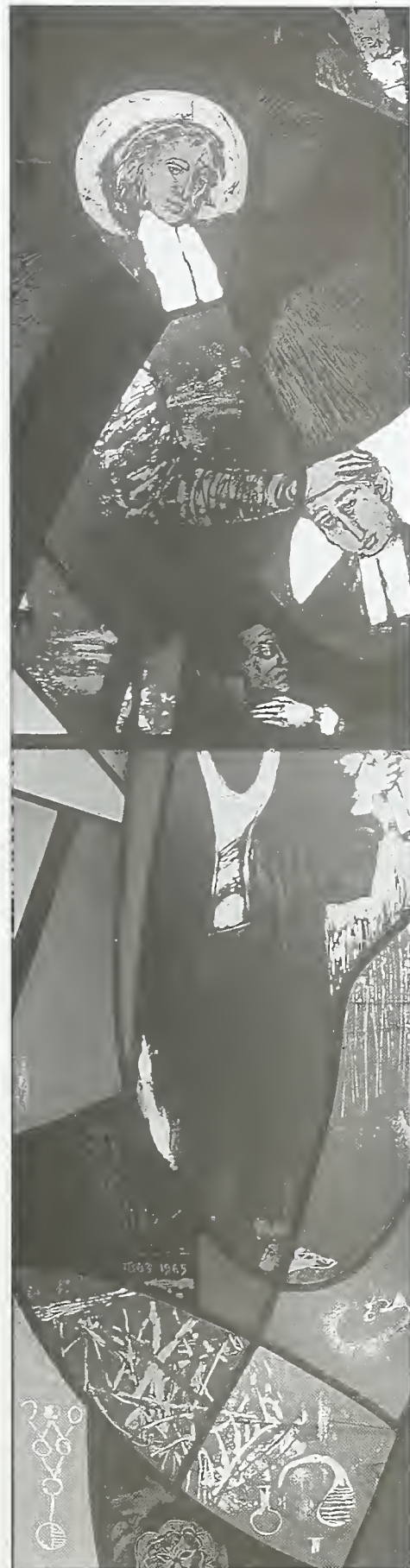
Master of Arts in Clinical-Counseling Psychology

Director
John J. Rooney, Ph.D.

Faculty
Professors: Burke, McCarthy (Emeritus), Rooney
Associate Professors: Alexander, Armstrong, Collins, Falcone, Filicetti, Gardner, Smith, Watson

Assistant Professors: Halpern, Riley, Shahinfar, Walker
Lecturers: Berchick, Boyll, Chapman, Conway, Dematatis, DiOrio, Fina, Fingerhut, Fry, Hoffer, Joyce, Keiser, Lomauro, Marks, May, McMonigle Santone, Schroeder, Silverman, Slowinski, Stookey, Taras, Trainer-Haas, Vice-Black

Description of Program

The graduate program in Clinical-Counseling Psychology offers an intensive program of studies with concentrations in the following areas:

- Psychological Counseling
- Marriage and Family Therapy
- Addictions Counseling
- Industrial/Organizational Psychology

While the program stresses skill training and clinical preparation for the above concentrations, it also requires a common core of psychological studies as a basis for disciplined practice in the respective areas.

Admission Requirements

To be considered for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. The record must show completion of 15 hours in psychology.

2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.

3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.

4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

5. Work experience (paid or volunteer) in an area related to one of the Clinical-Counseling Psychology concentrations..

6. Evidence of the ability to meet the qualifications, both academic and professional, required for field placement in the profession. These are described in the Clinical Manual.

The Application for Admission may be obtained by contacting:

Dr. John J. Rooney, Director
M.A. Psychology Program, Box 268
La Salle University
Philadelphia, PA 19141
215/951-1767
Fax: 215/951-5140
E-mail: psyma@lasalle.edu
Web site: www.lasalle.edu/academ/grad/psych/

Tuition and Fees 2001-2002

Application Fee	$35
Tuition (per credit)	$450
General University Fee (per semester)	$75
Late Registration Administrative Fee	$50

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the M.A. Psychology Program for details.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

Students take a total of 51 credits, divided as follows:

- 24 credits – Theories and Processes in Clinical-Counseling Psychology
- 18-21 credits – Advanced Training in Specific Approaches in each Concentration
- 6-9 credits – Supervised Practical Training through Field Placement, Case Seminar, and Professional Seminar

Preparation for Licensure

A certificate program of 60 credit hours (M.A. plus 9 hours) is available to help prepare students for licensure as Professional Counselors or Marriage and Family Therapists in Pennsylvania, New Jersey, Delaware and most other states.

THEORIES AND PROCESSES IN CLINICAL-COUNSELING PSYCHOLOGY

From its inception, the program has emphasized the necessary reciprocal and interdependent nature of the knowledge base essential for informed practice. The foundation courses stress the integration of the psychological, systemic, and faith/cultural dimensions of experience.

PSY 500 Counseling Principles and Practices
PSY 502 Counseling Laboratory
PSY 503 Psychopathology
PSY 506 Basic Principles of Research Design, Statistics, Program Development and Evaluation
PSY 512 Introduction to Addictions Counseling

Behavioral Science Option: PSY 504, PSY 508, PSY 515 (any two except in Marriage and Family Therapy Concentration which requires PSY 504 only)

ADVANCED TRAINING IN SPECIFIC APPROACHES

Having completed their foundational training, students may then concentrate their studies on one of the four specialized approaches offered by the program: Psychological Counseling, Marriage and Family Therapy, Addictions Counseling, and Industrial/Organizational Psychology.

Psychological Counseling

This Concentration is designed to train those interested in counseling individuals and groups in a variety of settings. The program prepares students for certification by the National Board for Certified Counselors and is preparation for becoming a Licensed Professional Counselor.

PSY 509 Psychological Assessment I: Assessment in Clinical and Career Counseling
PSY 602 Advanced Counseling Laboratory
PSY 709 Assessment in Psychological Services II: Individual Measures of Cognition and Personality

(Any two of the following):
PSY 600 Process of Change: The Therapeutic Intervention
PSY 610 Cognitive-Behavioral Approaches in Counseling and Psychotherapy
PSY 611 Insight-Oriented Approaches in Counseling and Psychotherapy
PSY 612 Group Processes in Counseling and Psychotherapy
PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy
PSY 674 Career Counseling

Two Electives

Marriage and Family Therapy

This Concentration is designed to train those interested in specializing in the field of marriage and family therapy. The curriculum is designed to be consistent with recommendations of the American Association for Marriage and Family Therapy, and as preparation for becoming a Licensed Marriage and Family Therapist.

PSY 505 Introduction to Systems and Systems Thinking
PSY 602 Advanced Counseling Laboratory
PSY 603 Human Sexuality
PSY 509 Psychological Assessment 1: Assessment in Clinical and Career Counseling
PSY 614 Working with Families
PSY 616 Contextual Family Therapy
PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy
PSY 624 Marital Therapy

Addictions Counseling

This Concentration is designed to train professionals who would specialize in counseling individuals and families with addictive behavior. The program prepares students for certification in addictions counseling and for becoming a Licensed Professional Counselor.

PSY 505 Introduction to Systems and Systems Thinking
PSY 602 Advanced Counseling Laboratory
PSY 633 Professional Issues in Addictions Counseling
PSY 634 Addictions and the Family
PSY 509 Psychological Assessment I: Assessment in Clinical and Career Counseling

(Any two of the following courses)
PSY 600 Process of Change: The Therapeutic Intervention
PSY 610 Cognitive-Behavioral Approaches in Counseling and Psychotherapy
PSY 611 Insight-Oriented Approaches in Counseling and Psychotherapy
PSY 612 Group Processes in Counseling and Psychotherapy
PSY 616 Contextual Family Therapy
PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy
PSY 624 Marital Therapy

Industrial/Organizational Psychology

PSY 509 Psychological Assessment I: Assessment in Clinical and Career Counseling
PSY 612 Group Processes in Counseling and Psychotherapy
PSY 653 Organizational Consulting
PSY 654 Issues in Organizational Training
PSY 659 Assessment in Organizational Settings

MGT 760 Human Resource Administration

MBA 810 Self-Assessment for Leadership

MGT 736 Organizational Analysis

Two Electives*
*The Employee Assistance Program (EAP) sub-speciality requires PSY 503 and PSY 512 in place of two electives.

Pastoral Counseling

A program in pastoral counseling is administered by the Graduate Religion Department in cooperation with the Clinical Counseling Psychology Program. For information, see the Graduate Religion section.

SUPERVISED PRACTICAL TRAINING: FIELD PLACEMENT, CASE SEMINAR, AND PROFESSIONAL SEMINAR

All students are required to engage in supervised clinical training. The usual placement involves 12 to 15 hours per week of on-site service with a working case load of six to ten clients and generous exposure to a range of support activities. The students may choose to serve the internship either in an approved community center or in the on-campus clinic operated by the Clinical-Counseling Psychology Program. While engaged in this training, students will also attend a Case Seminar and a Professional Seminar.

Electives

Electives are offered to help prepare students for the specific settings in which they intend to work. Students may elect courses from among graduate offerings in business, bilingual/bicultural studies, education, Central and Eastern European studies, computer information science, communication, religion, nursing, and psychology. Student research projects may be completed as electives.

Examples of graduate courses available as electives:

- Cognitive Development of the Child in the Educational Context
- Social-Emotional, Moral and Sexual Development of the Child in the Educational Context
- Biopsychosocial Processes
- Psychosocial Correlates of Immunocompetence
- Stress Management and Crisis Intervention
- Human Resource Development
- Organizational Communication
- Personnel Management/Labor Relations
- Managerial Skills Laboratory
- Behavioral Science Workshop
- Psychology and Health

Accelerated Program

The accelerated program enables students to complete the 51 credit hours and obtain the M.A. degree in two years.

The sequence is designed for students who are not working or who hold a part-time job that would permit them to devote most of their time to the academic and professional work of the graduate program. Approval of the Director of the Clinical-Counseling Psychology program is necessary in order to follow the accelerated schedule.

Counseling the Latino Population

In conjunction with the graduate program in Bilingual-Bicultural Studies, we have developed a certificate program to prepare our graduates to serve the Latino population.

Graduate Psychology in Bucks County

Students are able to complete the full M.A. program at the La Salle University Bucks County Center in Newtown, Pennsylvania.

Course Descriptions

PSY 500
Introduction to Counseling and Psychotherapy: Theories and Interventions.
3 credits
Major theories of counseling and psychotherapy and the interventions based on those theories. Emphasis on knowledge and skills needed to provide direct counseling and psychotherapeutic interventions for individuals, families, and groups.

PSY 502
Counseling Laboratory I
3 credits
A laboratory course designed to develop the basic counseling skills which will enable students to understand the client, to develop a trusting relationship with the client, and to facilitate the client's self-exploration.

PSY 503
Psychopathology
3 credits
Major categories of psychological disorders. Theory and research regarding etiology, diagnosis, prevention, and treatment. Introduction to the use of the DSM.

PSY 504
Human Behavior: A Developmental Perspective
3 credits
The process and stages of human development form the context for the study of human behavior. Issues of separation, individuation, and integration in the life patterns of individuals, couples, and families will be studied within the context of major psychological theories of personality and learning.

PSY 505
Introduction to Systems and Systems Thinking
3 credits
In this course the student will be given an overview of family functioning. Family structure, family development, family health, family dysfunction, and family treatment will be considered. Particular emphasis will be placed on acquiring a systems perspective and applying that perspective to an understanding of family functioning.

PSY 506
Basic Principles of Research Design, Statistics, Program Development and Evaluation
3 credits
A consumer-oriented course focusing on broad concerns common to all forms of social research. Criteria for evaluation and interpretation of various statistical techniques and research designs will be covered.

PSY 508
Cognition and Learning
3 credits
The empirical and theoretical foundations of present understanding of cognitive psychology and learning psychology and their integration in contemporary social learning theory. Attention to the application of the theories and research in counseling and psychotherapy.

PSY 509
Psychological Assessment I: Assessment in Clinical and Career Counseling
3 credits
Basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. Use of major reference works for selecting and evaluating assessment procedures. Supervised experience in selecting, administering, scoring and interpreting assessment procedures and experience in use of computer-assisted testing.
Prerequisite: PSY 506

PSY 510
Inferential Statistics and Research Design
3 credits
Analysis of research designs and the inferential statistics appropriate to reaching conclusions when using ordinal or interval data within these designs. Problems set in non-experimental research and the newer statistical procedures developed in reporting such findings. A brief treatment of program evaluation procedures. Training in accessing programs on computers.
Prerequisite: PSY 506.

PSY 511
Religion, Psychology, and Culture
3 credits
This course examines the historical rootage of western psychology theory in the rise of liberalism and capitalism, the myth of progress, and the individualism of John Locke. The struggle to secure a place for psychology as a science is explored with a study of the biographies of the founders of schools of psychology, European and American. The reasons for animosity to religion, or for its radical reinterpretation are studied. The impact upon psychology, often not acknowledged, of Jewish and Christian mysticism, is a point of departure for a post modern critique of a discipline which was and is an offspring of modernity. Oriental as well as Semitic religious experience is surveyed in the human quest for the therapeutic.

PSY 512
Introduction to Addictions Counseling
3 credits
Focuses mainly on chemical substance abuse but considers the etiology and manifestations of other addictions as well. Attention is given to the occurrence of addiction in the family with particular reference to the physical, behavioral, and attitudinal manifestations of addictive behavior, identification and diagnosis of addiction, as well as to the selection of appropriate processes of intervention.

PSY 515
Personality Theories
3 credits
Present understanding of the development of human personality and social behavior from the perspective of contemporary social psychology. Attention to application of theories and research in counseling and psychotherapy.

PSY 524
History and Systems in Psychology
3 credits
This course undertakes an examination of the roots of psychology in ancient and modern philosophy, its beginnings in 19th century science and its development from early schools and national identities to its contemporary characteristics.

PSY 550
Biological Bases of Behavior
3 credits
An examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. Demonstrations and laboratory exercises will be included.

PSY 574
Introduction to Graduate Research and Writing
3 credits
A cross-disciplinary seminar which introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports. (Credits in this course do not count toward the 51 hour program requirement.)

PSY 600
Process of Therapeutic Change
3 credits
A clinical skills course which introduces the student to the nature and impact of psychotherapy as a change agent. It will incorporate consideration of the process of spiritual change as an element of therapeutic change. The focus will be on client-therapist interaction and how change is experienced and promoted in that context.
Prerequisites: PSY 500, 502, 503

PSY 602
Advanced Counseling Laboratory
3 credits
This course will build on the basic skills practiced and developed in the first counseling laboratory - PSY 502. It will provide the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies. While it will emphasize those skills and techniques common to many, if not most, approaches, it will also highlight those emphasized and represented in the respective concentrations of the program. Students will be assigned to sections of this course according to their concentration.
Prerequisite: PSY 502

PSY 603
Human Sexuality
3 credits

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, sexual dysfunctions and treatment are addressed.

PSY 607
Graduate Research
3 credits – elective

Graduate Psychology Research is designed to provide an opportunity for students to engage in research. Students will be required to complete a literature review and design and complete a research project.
Prerequisite: PSY 506

PSY 610
Cognitive-Behavioral Approaches in Counseling and Psychotherapy
3 credits

A clinical skills course with focus on the initial problems addressed in the process of therapeutic intervention, namely the self-regulation of thoughts, feelings, and actions. Training is in a broadly-conceived cognitive behavior therapy which includes a variety of specific intervention strategies designed to address problems of self-regulation.
Prerequisites: PSY 500 and PSY 502.

PSY 611
Insight-Oriented Approaches in Counseling and Psychotherapy
3 credits

A clinical skills course with focus on the issues addressed in the process of psychological intervention, namely, the client's personal quest for self-understanding, intimacy, maturity, and personal meaning. Training in cognitive approaches which emphasize enhanced maturity through insight.
Prerequisite: PSY 500.

PSY 612
Group Processes in Counseling and Psychotherapy
3 credits

A course which combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy, and also participates in group counseling sessions on issues presented by the classroom group which will illustrate the dynamics of groups and lead to the acquisition of skills needed to assist in the resolution of behavioral problems.
Prerequisites: PSY 500 and PSY 502.

PSY 614
Working with Families
3 credits

This course covers the basic principles, techniques, applications, uses and contraindicators of the major family therapy systems models. Specifically, the intersystems interface among intrapsychic, interpersonal and family systems dynamics are addressed. Diagnosis, techniques and intervention rationales are covered along with the role of the therapist and the therapist as person. Application of theory and research to practice is discussed.
Prerequisite: PSY 505.

PSY 616
Contextual Family Therapy
3 credits

This course provides an exploration of the convictions, concepts, strategies, and techniques of Contextual Therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families.
Prerequisite: PSY 505.

PSY 619
Ethnic, Gender, and Class Issues
3 credits

A study of how ethnic, gender, and class issues influence the counseling process and the understanding of family and family therapy. Modes and practices of therapy will be examined to locate ethnic, gender, and class biases, and to trace and assess their effects. Major critiques will be reviewed and guidelines will be established for correcting and/or avoiding biases.

PSY 624
Marital Therapy
3 credits

Role-playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couple therapy are addressed.
Prerequisite: PSY 505.

PSY 633
Professional Issues in Addictions Counseling
3 credits

Provides an in-depth review of the critical issues, pertinent information, and current trends related to addictions counseling. Examples of these issues include: ethics, e.g., confidentiality and code of ethical conduct; dual diagnosis; controversial issues regarding the nature of addictions; professional identity; DSM IV/ICD 10 diagnostic criteria; drug testing; referral strategies and responsibilities; abstinence model of treatment; "wellness" and "professional burnout"; current trends in addictions research; certification, credentials and licensing.
Prerequisite: PSY 512

PSY 634
Addictions and the Family
3 credits

This course focuses on an understanding of how addictive processes interact with social and family contexts. This allows more effective treatment interventions to be designed. The current research on family dynamics and treatment of codependence, adolescent substance abuse, and children of addicts will be reviewed
Prerequisite: PSY 512

PSY 641
Counseling Families in the Face of Loss
3 credits
This course will address issues of loss and mourning experienced by families as a result of physical and mental disability, job loss, aging, illness and death. It will present an understanding of the psychological and relational impact of loss with particular reference to those who minister to families in face of loss.

PSY 653
Organizational Interventions
3 credits
This course is designed to assist individuals interested in a career in industrial/organizational psychology in learning about the issues involved in implementing organizational change and development programs. These issues include engaging employees in the change process, diagnosing organizational problems, effective methods for implementing change programs, and the techniques needed to evaluate the entire process.

PSY 654
Issues in Organizational Training
3 credits
This course will review the issues that need to be addressed when designing and implementing training programs in organizational settings. Special emphasis will be given to issues of needs analysis, design of programs, technologies that enhance training, the evaluation of training results, and the transfer of training to the work setting. The course will include review of these issues, as well as hands-on experience in designing and delivering training topics.

PSY 659
Assessment in Organizational Settings
3 credits
This course presents methods for assessing skills, emotional problems, and personality in an organizational setting. It will provide a) information regarding the review and interpretation of assessment tools as well as the appropriate usage of test results, and b) practical experience in using these tools. Instruments are selected from more commonly used tests of skills, emotions and personality. Training will be provided in the use of computer-assisted testing and with standardized interview instruments.
Prerequisite: PSY 509 or equivalent

PSY 674
Career Counseling
3 credits
Offers an opportunity to help adapt your clinical skills to the critical area of career development. Relates career success and satisfaction to mental health and life fulfillment. Considers theories of career development and the process of career counseling. Utilizes career assessment, career resource information, and job placement requirements. Includes career counseling with special populations.
Prerequisite: PSY 500

PSY 680
Field Placement
2 credits
A practicum in supervised experience at an approved field placement site for a minimum of one full day per week. Practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PSY 681, 682. Each semester is 2 credits.)
Prerequisite: Completion of 27 credit hours including necessary skills courses.

PSY 690
Professional Seminar
1 credit
The personal, practical, and ethical issues involved in the practice of professional psychology. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. (PSY 691, 692 — continuation of Professional Seminar — I credit each semester.)
Prerequisite: Same as PSY 680

PSY 709
Assessment in Psychological Services: Individual Measures of Cognition
3 credits
The primary goal of this course is to provide students with basic competencies in the administration, scoring and interpretation of individually administered tests of intelligence and achievement. Theoretical, research, psychometric, clinical and ethical issues related to these instruments will be addressed. The Wechsler Scales — WAIS-III and WISC-III — along with the WIAT and WRAT* 3 and the Woodcock-Johnson Achievement Tests will be the major tests which students must master and integrate into sound clinical reports. Interviewing and testing subjects with presentations of case reports in class.
Prerequisites: PSY 503 and 509

Master of Science in Computer Information Science

Interim Director
Samuel J. Wiley, Ph.D.

Faculty
Professors: Longo
Associate Professors: Kirsch, McManus, Wiley
Assistant Professors: Blum Elliott, McCoey, Redmond, Turk

Associate Faculty
Bien, Pasquale
Lecturers
Ahmed, Kiernan, Miezianko, Meinster, Reichardt, Malone

Description of Program

The Master of Science degree in Computer Information Science is a program for persons who wish to advance their knowledge of computer information science, technology, and practices within the professional community. Its comprehensive curriculum addresses information distribution through personal and Internet computing, distributed environments, n-tier architectures, and enterprise systems. Object-oriented and component-based programming, developed through the Unified Modeling Language, are the principal programming paradigms. Four main areas of study, the building blocks for current and emerging technologies, are addressed.

> • *Software engineering area* includes the methodologies of the software development life cycle, and leadership and communication skills.

> • *Databases area* includes current database models, design, implementation and access through structured query language, client/server, intranet databases and n-tier architectures.

> • *Systems and Developer area* addresses systems through an object-oriented approach and component programming of client/server and n-tier interfaces.

> • *Networking area* includes the concepts of data communications and the installation and administration of networked systems.

Students gain additional depth in at least two areas of study by taking additional specialized elective(s) in those areas. Specialized elective courses address current and emerging technologies, such as the Internet, the World Wide Web, E-commerce, and Enterprise Resource Planning (ERP) systems.

The program emphasizes teamwork, interpersonal communication and presentations. To address the dynamic nature of the field and the realization that there will always be a need for some self-training, this program encourages active student involvement and collaborative learning. Students are expected to join in class discussions, to evaluate new software packages, to make formal presentations, and to do independent projects. The program prepares individuals for end user computing services by addressing both technical challenges and management skills. The program promotes the professional development of the student in the field of computer information science.

A strength of the program is its practical focus, based on a strong conceptual foundation. Students may culminate their learning with a capstone project or research paper under the supervision of a faculty advisor.

The Program is offered at two convenient locations: at the Main Campus in Philadelphia and at the Bucks County Center in Newtown.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education.

2. Appropriate background in computer science, a related discipline, or equivalent other training. On the basis of admissions credentials, students may be required to complete several foundation courses.

3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.

4. Acceptable score in the Graduate Record Examination General Test (GRE) or Miller's Analogies Test (MAT).

5. A professional resume.

6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. Evidence of qualification and capacity for graduate study as reflected in the application, references, GRE or MAT, and grade point average in undergraduate studies.

7. Interview with member(s) of admissions committee.

International Students: An acceptable TOEFL test score is required of international student applicants. A statement of financial responsibility with accompanying documentation from the student's sponsor's financial institution must also be submitted.

The program is open to applicants without regard to age, creed, race, gender or national origin. Because oral communication is an integral part of many courses, students must communicate clearly in English. A maximum of six (6) hours transfer credit may be granted for graduate work at another institution.

The Application for Admission may be obtained by contacting:

Dr. Samuel J. Wiley, Interim Director
Graduate Program in Computer Information Science
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1222
Fax: 215/951-1805
E-mail: gradcis@lasalle.edu
Web site: www.lasalle.edu/gradcis

Tuition and Fees 2001-2002

Application Fee..$35
Tuition (per credit)...................................$550
General University Fee (per semester) $75
Late Registration Administrative Fee $50

Tuition Assistance

Partial scholarship grants are offered on the basis of academic credentials and financial need.

The program also offers a small number of graduate assistant positions. These positions are available to students for each academic year. In addition to providing financial support, the graduate assistant position is intended to enhance the student's educational experience. The students will work closely on research and planning projects and are required to work approximately eight to ten hours a week. These positions are granted on the basis of academic credentials and financial need. Interested students should contact the program Director.

Information about other financial aid, deferred payments, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215/951-1070.

Progression Through the Program

Eleven to fourteen courses (at least 33 graduate credits) are required for the degree. Each student is required to satisfy the foundation courses, all four core courses, two areas of study through specialized electives, and sufficient electives and/or capstone experience. An area of study is composed of the appropriate foundation course(s), the required core course, and at least one specialized elective in the area.

The design of this program assumes that the student has a background in computer science or a related discipline, or professional training. The total number of credits to fulfill the requirements depends upon the student's academic and professional background. Some students may be required to take one to five foundation courses to supplement their computing expertise. The appropriate number of foundation courses is determined by the Admissions Committee; one or more foundation courses may be waived, based on the student's academic and professional background. Individual plans for progression will be determined for each student in consultation with the program Director.

The following is presented as a model for progression through the program. Students select one of three options to progress through the foundation, core, elective and/or capstone courses to earn the degree:

Capstone Project Option: 11-14 courses (33-42 credits)
- A maximum of five foundation courses as specified by the Admissions Committee
- Four core courses
- At least three elective courses, at least two of which are specialized electives; students will complete two Areas of Study by taking one specialized elective in each of these two selected areas.
- Capstone project, designed and developed in a two-course sequence (CIS 681, 682) over a two-semester time period.

Capstone Paper Option: 11-14 courses (33-42 credits)
- A maximum of five foundation courses as specified by the Admissions Committee
- Four core courses
- At least four elective courses, at least two of which are specialized electives; students will complete two Areas of Study by taking one specialized elective in each of these two selected areas.
- Capstone research paper, written in one course (CIS 685) in a one-semester time period.

Additional Coursework Option: 11-14 courses (33-42 credits)
- A maximum of five foundation courses as specified by the Admissions Committee
- Four core courses
- At least five elective courses, at least two of which are specialized electives; students will complete two Areas of Study by taking one specialized elective in each of these two selected areas.

PREPARATORY COURSE

Candidates for the program who are familiar with computing packages but not with algorithm development and computer programming may prepare for the graduate program by taking preparatory course(s). The Director of the graduate program will be able to advise such students concerning what course work would be needed in order to prepare to enter the program. The Program provides the following four-credit course which may fulfill this preparation:

CIS 500 Problem Solving and Programming

FOUNDATION COURSES

The purpose of the foundation courses is to provide students with a broad-based background in computing concepts and practice, and leadership skills. The following five courses are required but may be waived based on a student's academic and professional training.

CIS 523 Data Processing and Database
Management
CIS 530 Graphical User Interfaces
CIS 536 An Object Approach to Operating
Systems
CIS 540 Data Communications and
Internetworking
MBA 810 Self-Assessment for Leadership

CORE COURSES

The core courses provide the essential computing concepts, methodologies, and practical tools of the four main areas of study: software engineering, databases, systems and developer, and networking. The courses provide a comprehensive study of current computing concepts and technologies.

CIS 613 Software Engineering
CIS 623 N-Tier Architectures
CIS 630 Component-based Programming
CIS 643 Design and Implementation of Networks

SPECIALIZED ELECTIVE COURSES

Students are required to complete two areas of study by taking one specialized elective for each area. Not all specialized elective courses are offered at all locations; specialized elective courses are determined by student interest at each location. Students should contact the M.S. CIS office for more information as to what specialized electives are offered at each location.

Software Engineering
CIS 615 Project Management for IT/IS

Databases
CIS 624 Data Warehouses, Mining, and Marts
CIS 625 Internet and Web Programming
CIS 627 Enterprise Data Management

Systems and Developer
CIS 607 Computer Graphics
CIS 635 Topics in Distributed Computing
CIS 636 Advanced Computing with Java
CIS 637 Design and Implementation of Enterprise Systems

Networking
CIS 645 Internet and E-Commerce Architecture

ADDITIONAL ELECTIVES

Additional elective courses provide additional topics of current interest, such as e-commerce, knowledge-based systems, enterprise resource systems, digital arts, and other emerging technologies. Students may take one or more additional electives to complete their curriculum. Not all elective courses are offered at all locations; elective courses are determined by student interest at each location. Students should contact the M.S. CIS office for more information as to what electives are offered at each location.

Issues in Computing
CIS 610 Legal, Ethical and Social Issues in Computing
e-Business
CIS 617 Overview of Enterprise Systems
CIS 638 Enterprise Resource Planning Systems Programming

CIS 646 Groupware and Knowledge Management
CIS 655 Intelligent Systems Technology
CIS 656 E-Commerce for Competitive Advantage
CIS 657 Computer-Based Training
CIS 658 Machine Learning with Data Mining Applications
Digital Arts Systems
CIS 628 Web Animation
Emerging Technologies
CIS 670 Special Topics in Computer Information Science

CAPSTONE EXPERIENCE

Students may culminate their learning by a capstone project, achieved in a two-course sequence, or by a research paper, achieved in one course, under the supervision of a faculty advisor. Students may work on a capstone experience either individually or in a group. Some students partner with an external company, or work on a project associated with their employer as a project deliverable for that company.

Capstone Project
CIS 681 Project Design and Implementation I
CIS 682 Project Design and Implementation II
Capstone Paper
CIS 685 Independent Research

Five-Year Bachelors to Master's in Computer Information Science

Applicants to the Bachelor of Arts or Bachelors of Science in Computer Science may simultaneously apply for the Master of Science in Computer Information Science degree. Qualified candidates are accepted provisionally to the Master's program. Accepted students may complete both programs in a five-year time period. For more information, interested candidates should contact the Director of the Master's program in CIS or the Chair of the Mathematics and Computer Science Department at 215/951-1130.

Nursing Informatics Program

Students in the Nursing Program may participate in the Nursing Informatics Program to learn how to effectively use computer information science and systems in the nursing profession. Interested students should contact the School of Nursing at 215/951-1430.

Course Descriptions

CIS 500
Problem Solving and Programming
4 credits

Development of computer problem solving techniques and algorithms. Programming in a development environment such as Visual Basic, including control flow, iteration, modules, basic graphical user interface, event principles, functions, arrays, pointers, records, lists. Introduction to Unified Modeling Language. Computing software issues including piracy and viruses. Three hours of lecture and two hours of laboratory per week.

CIS 523
Data Processing and Database Management
3 credits

Database system data structures-architecture, data languages. Logical and physical database design. Database models:entity-relationship, relational, hierarchical, network; normalization, integrity, query languages including SQL and relational algebra. Analysis and evaluation of database designs, in relation to the strategic mission of the project. Social, ethical considerations, and privacy of data. Case studies and a project using a relational DBMS.

CIS 530
Graphical User Interfaces
3 credits

This course provides a foundation for the design, development and assessment of effective graphical user interfaces. Human factors principles and theories are studied to provide the conceptual basis for explorations into the windows environment on the PC. Implications of the use of computers on humans and society including ergonomics. Study will include objects, interfaces, and component development. Unified Modeling Language will be used to model the objects. Students will apply learned principles through the design and specification of a custom interface or custom component into an integrated application. This interface will be implemented using a development environment such as Visual Basic.
Prerequisite: Programming skills in a high level language.

CIS 536
An Object Approach to Operating Systems
3 credits

Objects, object-oriented design, and object-oriented programming in C++; computer systems concepts and algorithms. Students will be expected to design and implement various operating systems simulations in an object-oriented programming language (C++). Accountability issues in software development.
Prerequisite: Programming skills in a high-level language.

CIS 540
Data Communications and Internetworking
3 credits

This course covers the ISO and the TCP/IP network models with emphasis on the lower layers. In addition the popular protocols, standards and services are examined including: IEEE 802 family of standards (protocols), SMDS, ISDN, Frame Relay, and ATM. Bridges, routers and internetworking are also covered. Data security, encryption, and related issues.

CIS 607
Computer Graphics
3 credits

This course covers graphics concepts and techniques including graphics hardware, Windows-based graphics programming and libraries including the Graphics Device Interface (GDI) and DirectX, graphics algorithms, scan conversion, light/color, animation, graphics file formats and conversions, image compression and manipulation techniques, and graphics packages. Students will design, specify, and implement custom graphics applications.
Prerequisite: CIS 630

CIS 610
Legal, Ethical, and Social Issues in Computing
3 credits

Topics include: laws regarding computer use; privacy both on and off-line; cryptography and encryption; attacks on computer systems; ethics and codes of ethics; risks and responsibilities of computing; effects of computers on society and culture.

CIS 613
Software Engineering
3 credits

Software Engineering treats the technical and administrative issues; software milestones and development: models of the software development process including object oriented analysis and design, project planning design, team management, requirements of specification, and Unified Modeling Language, technique and tools, implementation, testing, and integration, maintenance. Software legal issues including contractual, ownership, copyrights, intellectual property rights; ethical issues including IEEE and ACM Code of Ethics and ethical responsibility of accurate software. This course requires the completion of a team project.
Prerequisites: CIS 523, CIS 530, MBA810

CIS 615
Project Management for Information Technology and Systems
3 credits

Concepts, principles and practices of project management in information technology and systems. Integrates the pertinent organization structure and behavior with project management issues. Covers the project management life cycle. Includes project planning, controlling, and monitoring techniques in the areas of project integration, scoping, time considerations, costing, quality assurance, resource planning, reporting, risk analysis, and procurement. Analyze, evaluate and select appropriate project management systems, tools, and methodologies, from a project leader point of view. Case studies and implementation using appropriate project management software. Cross-listed with BUS 715. Prerequisite: CIS 613

CIS 617
Overview of Enterprise Resouree Systems
Business engineering and enterprise optimization and implementation as it affects the client/server environment and database design. Effects and consequences of transaction processing on the databases. Value chain principles in the business process, including sales, production, procurement, internal and external accounting and production. Supporting tasks including human resources, controlling, asset management, finance management and customer service. Introduction to an enterprise resource system, using SAP. Use of ERP in e-commerce. Cross-listed with MIS 735.
Prerequisite: CIS 613 or MBA 725.

CIS 623
N-Tier Architeetures
3 eredits
Programming models that support database access, OLE DB, ODBC, ADO. N-tier architectures, distributed databases, data fragmentation, query optimization, transaction processing. COM, DCOM, MTS, COM+. Internet and Intranet database design and implementation, database driven web sites. Database issues including privacy of data and protection of data on servers.
Prerequisite: CIS 523, CIS 530.

CIS 624
Data Warehouses, Mining and Marts
3 eredits
This course will examine major data base engines as well as efforts to access distributed data bases particularly as access occurs through data warehouses. Analyze, evaluate and select appropriate data mining systems, tools, techniques, and methodologies. Integration of structured and unstructured data, information, and knowledge. Use of data mining and marts for effective Customer Relationship Management (CRM) and data portals and dashboards
Prerequisite: CIS 623

CIS 625
Internet and Web Programming
3 eredits
This course will focus on Web application development (both client and server side) using various programming techniques. The course will discuss and use popular Internet mark-up languages, e.g. HTML, DHTML and XML, scripting languages, e.g. VB Script and JavaScript, and ActiveX components. In addition other contemporary topics such as WSH, ASP, RDS, SAPI and Agents will be covered.
Prerequisite: CIS 623

CIS 627
Enterprise Data Management
3 eredits
Design and implementation of enterprise-wide data management systems. Database administration of enterprise data systems, such as Oracle, SQL server and SAP.
Prerequisite: CIS 623

CIS 628
Web Animation
3 eredits
Current topics in web animation, digital arts and multimedia technologies.
Prerequisite TBD

CIS 630
Component-Based Programming
3 eredits
This course studies software reuse architecture with particular emphasis on COM and its superset COM+. Topics include: the component object model, COM server concepts, implementing a COM client and COM server, Active Template Library, ActiveX, evolution and additional features of COM+. Programming issues including intellectual property rights are also addressed.
Prerequisites: CIS 536.

CIS 635
Topics in Distributed Computing
3 eredits
This course will examine issues related to distributed computing including: communications, synchronization, file systems, shared memory, replication, directory services, clustering, and object request brokers (ORBs). Use of appropriate environments and architectures, such as message queuing with MSMQ, and transaction servers with MTS. One of the main objectives of this course is to examine the emerging ORB standards, namely, CORBA and DCOM. Those aspects of Java and Visual Basic pertinent to distributed computing will be introduced.
Prerequisite: CIS 630.

CIS 636
Advanced Computing with Java
3 eredits
This course is a high-level introduction to Java for full-time programmers. Topics that will be covered include: an overview of the basic syntax and semantics of Java, Java Files and Streams, Java Foundation Class (JFC, including the Abstract Window Toolkit, AWT and Swing), Sockets, Threads, Pipes, Callbacks, and Java Server Pages (JSP). Depending on interests and time topics such as Java Database Connectivity (JDBC), Remote Invocation (RMI), Java Internet Networking Interface (JINI) and distributed computing issues will be discussed. Students will be expected to complete weekly programming assignments, a team project, and hands-on examinations.
Prerequisites: CIS 536, 540.

CIS 637
Design and Implementation of Enterprise Systems
3 eredits
Principles of design of enterprise resources systems, such as SAP and Unix. System installation, administration and management of enterprise systems. Server and client management.
Prerequisites: CIS 643

CIS 638
Programming Enterprise Resource Systems
Introduction to programming Enterprise Resource Systems, such as Advanced Business Application Programming (ABAP). Development of business applications and tools and extension of existing ERP solutions through the ABAP Developers Workbench.
Prerequisite: CIS 536.

CIS 643
Network Design and Installation
3 credits
This course will focus on the designing, setting up and managing of local area networks and intranets. Various topologies, architectures and management software will be discussed. Students will be expected to install and administer a LAN. Data security issues, viruses and virus protection.
Prerequisite: CIS 540.

CIS 645
Internet and E-Commerce Architecture
3 credits
Design and implementation of Internet and E-commerce sites. Web site hosting and testing. Server software, such as Unix, Linux, Windows NT, MS-Commerce Server. Information servers such as Apache, or Internet Information Server. Security and e-money technologies. Metrics for site assessment. Enterprise approach to E-commerce, such as SAP.
Prerequisite: CIS 540, 643

CIS 646
Groupware and Knowledge Management
3 credits
Groupware and Computer-Supported Cooperative Work. Issues: Group process, facilitation, control, data sharing, privacy, and consistency. Computer human interaction. Groupware design, architecture, and implementation. Example systems such as mail, discussions, conferencing, meeting rooms, scheduling, workflow, document management, and knowledge management. Students will design and implement a groupware project.
Prerequisites: CIS 523, CIS 530, CIS 540.

CIS 655
Intelligent Systems Technology
3 credits
This course will examine the full range of intelligent systems technology, such as simple expert systems, complex inference networks, neural networks and fuzzy logic, among a variety of hybrid intelligent technologies. Analyze, evaluate, and select appropriate intelligent systems technologies.

CIS 656
Electronic Commerce for Competitive Advantage
3 credits
This course will identify the technologies necessary to develop an Electronic Commerce (EC) business model; the technologies necessary to develop an EC application including distributed processing, security, Web-to-legacy database connectivity, etc; and then how to evaluate the effectiveness of a transaction-based Web site. The course will also include EC business models, and analyze and evaluate appropriate e-commerce

systems, tools, and methodologies. The course will include a case study approach, examining successful sites. The students will work in teams to design and prototype an electronic commerce site.
Prerequisite: CIS 613, 623

CIS 657
Computer-Based Training
3 credits
History, design, comparison, evaluation, and examples of computer-based training and knowledge communication systems. Human-Computer Interaction principles and guidelines will be applied to domain specific training and end-user assistance problems and projects. Issues: linear versus nonlinear control, interactive communication, and end-user assessment. Students will design and implement a project.
Prerequisite: CIS 630.

CIS 658
Machine Learning with Data Mining Applications
3 credits
This course is an introduction to the field of Machine Learning, with specific emphasis on its use for Data Mining. Techniques covered may include conceptual clustering, learning decision trees, case-based reasoning, genetic algorithms, reinforcement learning, and neural networks.
Prerequisite: CIS 523, 530, 536

CIS 670, 671
Special Topics in Computer Information Science
3 credits
Specialized study in Computer Information Science. Topics vary according to interest of students and faculty.

CIS 681
Project Design and Implementation I
3 credits
The design of a project appropriate to Computer Information Science. This may be an individual or a group project and may be the outgrowth of a design done in a previous course. The proposal must have the approval of the graduate director and the faculty member who is supervising the project. The project design will use a software engineering approach, including an information description, functional description, validation criteria, requirements cross-reference, and test provisions, developed in a progressively detailed process. This course must be successfully completed before the student may enroll in CIS 682 Project Design and Implementation II.
Prerequisite: All Core Courses

CIS 682
Project Design and Implementation II
3 credits
The implementation of the project designed in Project Design and Implementation I. The project will be supervised by a faculty member. The project implementation will use a software engineering approach, including an initial prototype, a full implementation, test report, and documentation. Results of this project should include the project deliverable and an oral presentation on the project. The student must have successfully completed CIS 681 Project Design and Implementation I before enrolling in this course.
Prerequisite: All Core Courses and CIS 681

CIS 685
Independent Research
3 credits
Independent research on an approved topic in Computer Information Sciences. Students will be directed by a faculty member in this research. The topic must be approved by the graduate director and the faculty member who is directing the research. Results of this research should include the preparation of a publishable quality paper and an oral presentation on the research.
Prerequisite: All Core Courses
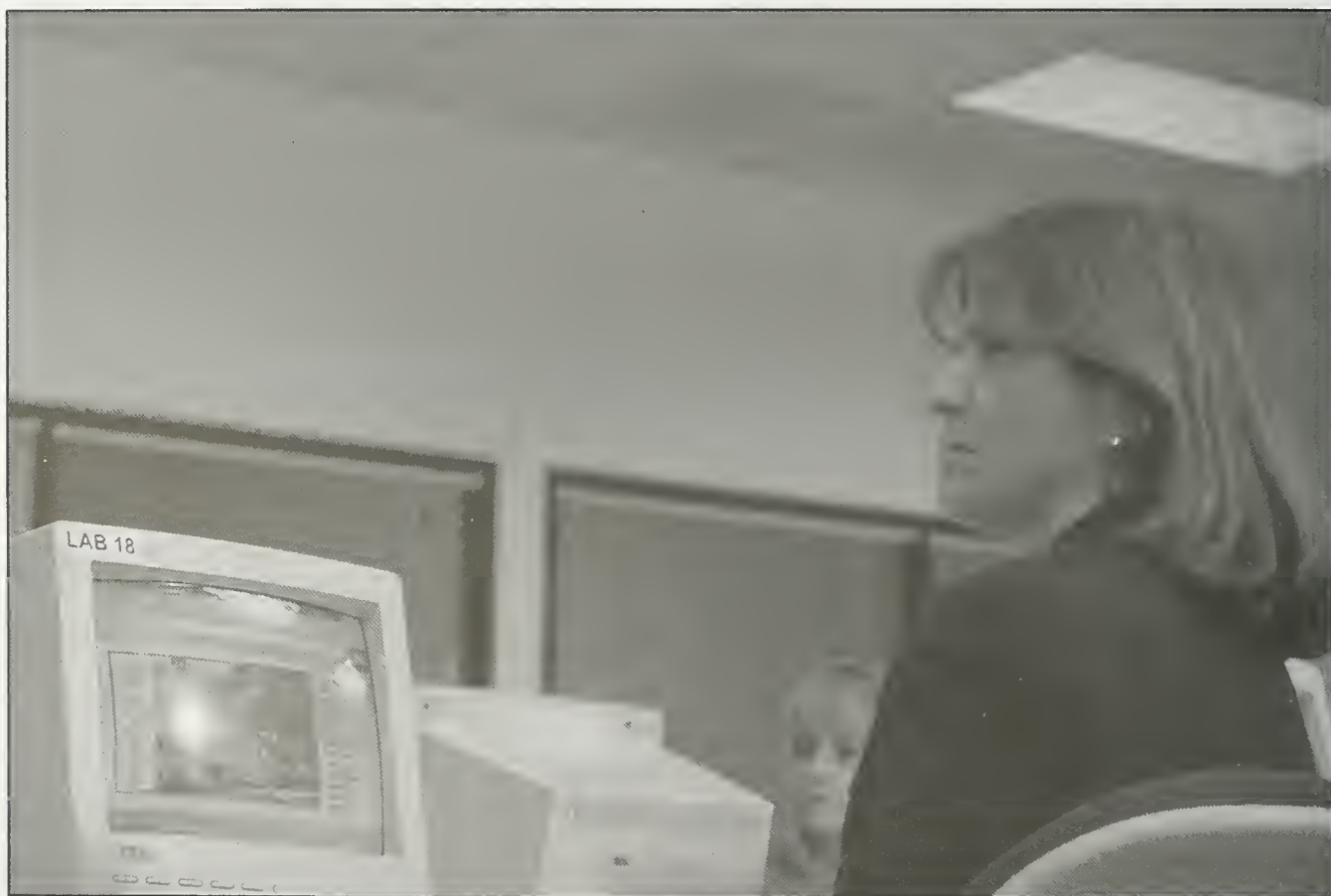
Master of Arts in Education

Director
Gary K. Clabaugh, Ed.D.

Faculty
Professors: Clabaugh, Ryan

Associate Professors: Bednar, Feden, Schoen, Sweeder, Vogel
Assistant Professors: Colhocker, Greenland, Mosca, Yost
Adjuncts: Hughe, Iano, Keating, Rozycki, Stefanski

Description of Program

Using a schedule that accommodates those already employed, this nationally recognized program is designed both for aspiring educators and practicing professionals. Unlike traditional programs, it focuses on the nature of the learner and the learning process rather than bureaucratically inspired stereotypes of grade, label, and subject.

Candidates are grounded in techniques and distinctions which promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, form value positions based on critical study, and provide resources for the development of educational policy making skills. Candidates also are trained in the measurement and evaluation of the developmental and learning processes as they pertain to the practice of teaching. Through field work, candidates learn how to implement truly expert instruction that accommodates various developmental levels, learning styles, and personality types.

Admission Requirements

To be accepted for admission into the program, a student must:

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.

2. Obtain acceptable scores on the Miller Analogies Test (MAT). *(Arrangements to take this examination may be made with La Salle's Counseling Center. May be waived for applicants with overall GPA of 3.4 or above.)*

3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.

4. Complete the Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

5. Attend a personal interview with the Director of the program if requested.

6. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading, "Candidacy Procedures for Teaching Certification."

The **Application for Admission** may be obtained by contacting:

> Donna Wake, Academic Advisor
> Graduate Education Program
> La Salle University
> Philadelphia, PA 19141
> Phone: 215/951-1593
> E-mail: graded@lasalle.edu

Tuition and Fees 2001-2002

Application Fee	$35
Tuition (per credit)	$450
General University Fee (per semester)	$75
Late Registration Administrative Fee	$50

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

Individual plans for progression will be determined for each student in consultation with the Program Director.

Required for Degree:

30 graduate credits plus a Comprehensive Examination. Candidates failing the Comprehensive Examination will be permitted to retake it only once. Comprehensive Examination grades will be final and unappealable.

Core Courses:
Required for Degree and all Certificates

EDC 501 Cognitive Development and Education
EDC 502 Social Development and Education
EDC 510 Human Exceptionalities
EDC 601 Foundations of Education
EDC 603 Curriculum Development
EDC 613 The Developmentally Oriented Teacher

Electives: Four required
(Certification courses can be used as Electives for M.A.)

Course Descriptions

Core Courses (required of all students)

EDC 501 (F, S)
Education and the Cognitive Development of the Child and Adolescent
3 credits
Addresses cognitive development and the acquisition of knowledge then explores the implications for instruction. Emphasizes creating more meaningful learning experiences for pupils who are at varying developmental levels and who have different learning styles.

EDC 502 (F, S)
Education and the Social-Emotional Development of the Child and Adolescent
3 credits
Explores social, moral, and sexual development and the significance of this development to the teacher. Makes explicit the ways that teachers can make the learning environment more responsive to student needs and create a better match between subject matter and student.

EDC 510 (S, SUM)
Education and Human Exceptionalities
3 credits
Introduces human exceptionalities. Surveys the psychological, medical, legal and social influencing the provision of services for exceptional people. Clarifies perceptions of "exceptionalities," defines and describes key terms and concepts, and identifies major trends that affect the scope and nature of service to exceptional people.

EDC 601 (F, S)
The Foundations of Education
3 credits
Promotes analysis of the meaning and effects of educational institutions. Provides resources for developing critical understanding of educational thought and practice. Encourages the development of value positions based on critical study. Provides resources for the development of educational policy making perspectives and skills.

EDC 603 (F, S)
Curriculum Development
3 credits
Assists students in examining and refining their own concept of the curriculum and provides them with the knowledge and practical skills required to translate that concept into an effective, developmentally-based program for learners. Stresses acquiring the knowledge, developing the attitudes, and cultivating the skills that make teachers effective curriculum workers in the schools.
Prerequisites: EDC 501, 502, 602, 613 or permission.

EDC 613 (F, S)
Role of the Developmentally Oriented Teacher
3 credits
Enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores

strategic instructional planning, teaching styles, presentation skills, cooperative learning and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaching both in the laboratory and the classroom.
Prerequisites: EDC 501, 502 or permission.

Certification and Elective Courses

(Certification courses may be used for satisfaction of elective requirements.)

EDC 507
Breaking Ranks: Reforming Secondary Education
3 credits
Operationalizes the recommendations of the National Association of Secondary School Principals and the Carnegie Foundation for the Advancement of Teaching. Offers a comprehensive strategy for improving: curriculum, instruction, school environment, professional development, alliances with non-school organizations and the accommodation of diversity. A user-friendly technology based course conducted via the Internet. For more information, visit www.breakingranks.com.

EDC 602 (F, S)
The Teacher and Technology
3 credits
Helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing and multimedia. Emphasizes the impact of those technologies on human growth and development. (Students are expected to purchase approximately $50 of materials for this course.)
Prerequisites: EDC 501, 502 or permission.

EDC 612 (SUM)
Geography for Teachers
3 credits
Provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all elementary and special education certification candidates.

EDC 618 (F, S)
Developmental Reading
3 credits
Promotes understanding of reading as a strategic interactive process which affects a learners efforts in all academic areas. Explores currently held views of the reading process, instruction techniques, and assessment concerns. Employs a variety of formats including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.
Prerequisites: EDC 501, 502 or permission.

EDC 619 (SUM)
**Images of Schooling and Childhood in Literature,
Painting, and Film**
3 credits
The seminar will examine how concepts of schooling and
childhood evolved in American and European culture from the
18th century to the present. The course will focus on how
literature, painting, and film reflect these changing concepts as
they relate to the following: progressive vs. traditional schooling;
school as factory, temple, and town meeting; public vs.private
schooling; corporal punishment; moral education; childhood,
heredity, and environment; childhood, creativity, and imagination.
The course will also include a field trip to the Philadelphia Museum
of Art.

EDC 642 (F)
Development of Mathematical Thought
3 credits
Assists students in understanding how children develop
quantitative reasoning and examines implications for teaching
math concepts, skills, and problem-solving approaches across
content areas. Provides a basis for understanding the changing
mathematics curriculum and offers opportunities to plan and
evaluate instructional techniques. Required of all elementary
and special education certification candidates.
Prerequisites: EDC 501, 502 or permission.

EDC 644 (SUM)
**Assessing the Learning Abilities and Disabilities of
Elementary and Special Needs Learners**
3 credits
Provides elementary and special education teachers with
knowledge of the meaning, or lack of meaning, of standardized
test scores. Also instructs how to gather curriculum based
assessment data in the areas of oral and written language,
mathematics, social behaviors and perceptual motor performance
and to develop interventions when indicated. Required of all
elementary and special education certification candidates.
Prerequisites: EDC 501, 502, or permission.

EDC 670
Special Topics in Education
3 credits
Permits individual examination of topics of special interest.
Requires faculty sponsor and permission of the Director.

EDC 673
Seminar in School Law
3 credits
Surveys the complex legal environment in which schooling
takes place. Explores the variety of laws and regulations that
govern the work of educators. Outlines guiding legal principles
and summarizes the legal processes whereby conflicts are
resolved.

EDC 676
Classroom Management and School Disciplines
3 credits
Critically surveys various approaches to classroom management
and school discipline. Emphasizes the planning and execution
of practical skills.

Field Experience and Integrated Course Work

Elementary and Special Education Certification Candidates

PRACTICUM I
(combines EDC 643, EDC 659, and EDC 660)

EDC 643 (SUM)
**Developing and Adjusting Instruction for Gifted,
Average and Mildly Handicapped Learners**
3 credits
Enables elementary and special education teachers to use a
developmental perspective to design and adjust instruction to
accommodate the wide spectrum of needs commonly found
among learners, both handicapped and non-handicapped.
Stresses an interdisciplinary view of instruction. Emphasizes
teaching gifted, average range and mildly handicapped learners.
Prerequisites: EDC 501, 502, 644 or permission.

EDC 659 (SUM)
**Teaching Gifted, Average and Mildly Handicapped
Learners: Performance**
3 credits

EDC 660 (SUM)
**Teaching Gifted, Average and Mildly Handicapped
Learners: Portfolio**
3 credits
An intensive summer immersion program in which participants,
under close supervision, design and deliver instruction to gifted,
average range and mildly handicapped elementary-aged
children. Uses cooperative learning activities to emphasize the
classroom application of research-based knowledge of child
development and individual differences.
Prerequisites: EDC 501, 502, 644 or permission.

PRACTICUM II
(combines EDC 646 and EDC 661)

EDC 646 (SUM)
**Developing and Adjusting Instruction for Moderately
and Severely Handicapped Learners**
3 credits
A field-based extension of EDC 643 that stresses use of a
developmental perspective in designing and adjusting
instruction to accommodate the individual needs found among
moderately to severely handicapped learners. Stresses a range
of approaches including cognitive and behavioral practices.
Prerequisites: EDC 501, 502, 510, 643, 660 or permission.

EDC 661 (SUM)
Teaching Moderately and Severely Handicapped Learners: A Field Experience
3 credits
An extension of EDC 660 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences.
Prerequisites: EDC 501, 502, 510, 643, 660 or permission.

PRACTICUM III
(combines EDC 662 and EDC 679, or EDC 669 and EDC 679)

EDC 662 (F, S)
Elementary and Special Education Student Teaching
3 credits
Required of all elementary and special education certification candidates with no teaching experience.
Prerequisites: Approval of ESE Director, Graduate Director, and faculty; 3.0 GPA or better.

EDC 669 (F, S)
Supervised Teaching
3 credits
Can, with permission of the Candidacy Committee, replace Student Teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester the supervised teacher is observed and guided by university faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. Required of all certification candidates who are not required to take Student Teaching.
Prerequisite: If required, EDC 669 must be taken as final course in Certification Sequence.

EDC 679 (F, S)
Special Methods of Teaching
3 credits
Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.
Prerequisite: Comes at end of program.

Secondary Education Certification Candidates

PRACTICUM I
(combines EDC 647 and EDC 648)

EDC 647 (SUM)
Developing and Adjusting Instruction for Secondary Learners
3 credits
Applies a developmental perspective to the design and implementation of secondary level instruction.

EDC 648 (SUM)
Secondary Education Summer Practicum
3 credits
An intensive summer immersion program for secondary certification candidates. Provides an early full-time classroom teaching experience in a closely supervised and highly supportive clinical setting.

PRACTICUM II
(combines EDC 669 and EDC 679, or EDC 689 and EDC 679)

EDC 669
Supervised Teaching (S)
3 credits
Replaces Student Teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by university faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth Standards as appropriate for area of certification.) Required of all certification candidates who are not required to take Student Teaching.
Prerequisite: If required, EDC 669 must be taken as final course in Certification Sequence.

EDC 679 (S)
Special Methods of Teaching
3 credits
Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.
Prerequisite: Comes at end of program.

EDC 689 (S)
Secondary Education Student Teaching
3 credits
Required of all certification candidates not eligible for Supervised Teaching.
Prerequisite: Comes at end of program.

Teacher Certification Through La Salle's Graduate Program in Education.

Pennsylvania Teacher Certification, both Instructional I (Provisional) and Instructional II (Permanent), may be obtained via the Graduate Program in Education. (All Pennsylvania teachers first obtain only Instructional I Certification. They have six years to convert this to Instructional II Certification via further study and experience.)

A Pennsylvania certificate is automatically recognized as valid in over half the states. La Salle's teacher education requirements are commonly accepted for certification in the remaining states.

Scope:

Certification programs are offered to post-baccalaureate students intending to pursue Pennsylvania Instructional I certification

in either Secondary Education or Elementary and Special Education. Postbaccalaureate certification candidates commonly take the M.A. degree as part of Secondary or Elementary and Special Education certification. Completion of certification requirements usually fulfills all degree requirements save for the Comprehensive Examination.

Focus:

The developmental perspective of the M.A. program is reflected throughout the certification processes. Using this focus, the program provides training and experience leading to teacher certification for any one of the following types of students:

1. Those already holding Instructional I or II certification in other areas and currently employed as full-time, tenure-track positions at an accredited school.

2. Those currently employed as full-time, tenure track teachers in private schools, but not holding teacher certification.

3. Those without teacher certification and without any teaching experience or current employment as a teacher.

Candidacy Procedures for Teacher Certification

Individuals must already be matriculated students in the Graduate Program in Education in order to become accepted as candidates for Commonwealth of Pennsylvania teacher certification. Individualized programs to meet Commonwealth certification requirements are determined on an individual basis by the Director of Elementary and Special Education or the Director of Secondary Education. Candidates must acknowledge by signature that they understand the individual certification requirements listed on their advisement sheet.

Academic Requirements

Those who aspire to teach the young must themselves be accomplished scholars. Therefore, certification candidates must maintain "good academic standing" in the Graduate Program in Education. Good academic standing is defined in the general information portion of the Graduate Student Handbook. Additionally, certification candidates may not earn more than two grades below B in certification course work, nor may their certification course work GPA fall below 3.0. In their course work they also must demonstrate above average proficiency in both written and spoken English. Candidates failing to meet these standards are subject to dismissal. Academic progress is monitored by the Candidacy Committee.

Candidates may repeat certification courses already taken (up to a limit of two courses) in order to improve their grades in those courses. However, candidates who repeat certification courses will be permitted to do so only once.

Other Professional Requirements

Subject matter knowledge is a necessary but not sufficient condition for a career in teaching. Those who would teach the young also must be adequately prepared in pedagogy. Teachers have a moral obligation to provide children the opportunity to achieve their full human potential. Moreover, children are especially vulnerable and their parents are compelled by law to turn them over to near strangers. It is therefore necessary that

teacher certification candidates evidence a fundamental commitment to mastering the systematic body of knowledge that informs educational practice and supports a scientifically rational approach to teaching. They also must demonstrate a fundamental willingness to help students even at the sacrifice of personal convenience and be unreservedly committed to teach all students irrespective of their kinship, race, religion, sex, social status, or handicapping condition.

The Graduate Program in Education faculty will determine the degree to which the graduate student fulfills the above criteria. The decision of the faculty on these matters will be final and unappealable.

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. They must work with others cooperatively and congenially. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions, and the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-Christian moral tradition of La Salle University will not be permitted to continue in the Graduate Program in Education.

The Graduate Program in Education faculty will determine the degree to which the student fulfills the above criteria. The decision of the faculty in these matters will be final but appealable.

Graduate candidates who are dismissed from teacher certification candidacy are not eligible for certification in any other division of the University.

Elementary/Special Education Candidates

Reading	test 0710
Writing	test 0720
Listening	test TBD
Math	test 0730
Elem. School: Content	test 0014
PLT K-6	test 0522
Elementary Ed	test 0011
Special Ed: Knwldg.	test 0351
Special Ed: Appl.	test 0352

Secondary Education Candidates

Reading	test 0710
Writing	test 0720
Listening	test TBD
Math	test 0730
Elem. School: Content*	test 0014
PLT 7-12	test 0524
Area Test	

*required only for those certifying in the areas of Foreign Languages, Environmental Science, and General Science

Summary of Certification Requirements in Elementary and Special Education

General Requirements

Individualized Certification Programs are determined after initial interview

Commonwealth of Pennsylvania Prerequisites

Studies, or appropriate CLEPs to indicate knowledge of, American history, art, music, literature, and economics

Course Work in Pedagogy

Core EDC 501, 502, 510, 601, 603, and 613, plus:
EDC 602, 612, 618, 642, 644

Field Experiences

(Requirements determined on individual basis)

PRACTICUM I

EDC 643, 659, 660

PRACTICUM II

EDC 646, 661

PRACTICUM III

EDC 662 *(candidates with no teaching experience)*, EDC 679

OR

EDC 669 *(candidates with one or more years teaching experience currently employed as teachers)*, EDC 679

Summary of Certification Requirements in Secondary Education

Certification Areas

Certification is offered in Biology, Chemistry, Communication, Comprehensive Social Studies (concentration in History), Earth/Space Science, English, Environmental Science, French, General Science, German, Italian, Latin, Mathematics, Physics, and Spanish

Subject Area Courses

Determined on individual basis

Course Work in Pedagogy

Core EDC 501, 502, 510, 601, 603, and 613, plus:
EDC 602, 618

Field Experiences

(Requirements determined on individual basis)

PRACTICUM I

EDC 647, 648

PRACTICUM II

EDC 669 *(candidates with one or more years teaching experience currently employed as teachers)*, EDC 679

OR

EDC 689 *(candidates with no teaching experience)*, EDC 679

Master of Science in Information Technology Leadership

Interim Director
Samuel J. Wiley, Ph.D.

Faculty
Professor: Joglekar, Longo, Miller, Seltzer, Smither

Associate Professors: Kirsch, McManus, Tavana, Wiley
Assistant Professors: Blum, Elliott, McCoey, McFarland, Redmond, Smith, Szabat, Turk
Associate Faculty: Bien
Lecturers: Malone, Mullikin, Reichardt

Description of Program

The Master of Science in Information Technology Leadership (M.S. ITL) program, a multi-disciplinary program in the School of Arts and Sciences and the School of Business, provides the foundation of information technology and the leadership skills needed for mid- to high-level information technology or systems managers. There is ample evidence that for-profit and non-profit companies have a significant need for such leaders with the widespread use of information technology. Industry studies report that it is important for both the technical and the business sides to better understand each other's jobs and functions, especially as technical people assume project management roles.

Recommended by industry leaders, its multidisciplinary curriculum in management, current information technologies, and management of human and technology resources is meant for professionals who wish to become leaders in Information Technology. The program builds upon the strengths of the University's M.S. Information Technology Leadership and MBA programs to enable the students to acquire the conceptual foundation of leadership skills and technology concepts.

The M.S. Information Technology Leadership program focuses on three main competency areas:

Managerial Competencies: leadership, people management, and process management.

Technical Competencies: architecture, data communication, application development, data management, and security.

Technology Management Competencies: Policy and Organizational Competencies--Mapping IT to Mission, Budget Process, Organizational Processes; Capital Planning Competencies--Investment Assessment, Acquisition; and Implementation and Performance Measures

Additionally, these areas are extended through electives in current information technologies. Finally, the program is completed with an integrative capstone experience taken in a cohort model.

The program emphasizes teamwork, interpersonal communication and presentations. To address the dynamic nature of the field and the realization that there will always be a need for some self-training, this program encourages active student involvement and collaborative learning. Students are expected to join in class discussions, to evaluate new software packages, to make formal presentations, and to do independent projects. The program prepares individuals for end user computing services by addressing both technical challenges and management skills. The program promotes the professional development of the student in the field of Information Technology Leadership.

A strength of the program is its practical focus, based on a strong conceptual foundation. Students culminate their learning with a capstone project or research paper under the supervision of a faculty advisor.

The Program is offered at two convenient locations: at the Main Campus in Philadelphia and at the Bucks County Center in Newtown.

Admission Requirements

To be accepted into the program, a student must present:

1. Evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education with an appropriate major. Appropriate undergraduate majors include, but are not limited to, management science, business administration, electrical engineering, systems engineering, mathematics, computer science, physics or psychology. A minimum undergraduate GPA of 3.0 will normally be required.

2. Appropriate background in management science, systems analysis and design, computer science, a related discipline, or equivalent other training. On the basis of admissions credentials, students may be required to complete several foundation courses.

3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.

4. Acceptable score in the Graduate Management Admission Test (GMAT), Graduate Record Examination General Test (GRE), or Miller's Analogies Test (MAT).

5. A professional resume.

6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. Evidence of qualification and capacity for graduate study as reflected in the application, references, GMAT, GRE or MAT, and grade point average in undergraduate studies.

7. Interview with member(s) of admissions committee.

International Students: An acceptable TOEFL test score is required of international student applicants. A statement of financial responsibility with accompanying documentation from the student's sponsor's financial institution must also be submitted.

The program is open to applicants without regard to age, creed, race, gender or national origin. Because oral communication is an integral part of many courses, students must communicate clearly in English. A maximum of six (6) hours transfer credit may be granted for graduate work at another institution.

The Application for Admission may be obtained by contacting:

> Dr. Samuel J. Wiley, Interim Director
> Graduate Program in Information Technology
> Leadership
> La Salle University
> Philadelphia, PA 19141
> Phone: 215/951-1222
> Fax: 215/951-1805
> E-mail: itleader@lasalle.edu
> Web site: www.lasalle.edu/itleader

Tuition and Fees 2001-2002

> Application Fee...$35
> Tuition (per credit)...................................$575
> General University Fee (per semester).. ....$75
> Late Registration Administrative Fee............$50

Tuition Assistance

The program offers a small number of graduate assistant positions. These positions are available to students for each academic year. In addition to providing financial support, the graduate assistant position is intended to enhance the student's educational experience. The students will work closely on research and planning projects and are required to work approximately eight to ten hours a week. These positions are granted on the basis of academic credentials and financial need. Interested students should contact the program Director.

Information about other financial aid, deferred payments, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215/951-1070.

Progression Through the Program

Students must complete between 36 and 45 graduate credits in the Program (preceded by any or all of the non-degree skills courses) to complete the M.S. ITL degree. Each student is required to complete the foundation courses, nine core competencies courses, two elective courses, and the capstone experience. The total number of credits to fulfill the requirements depends upon the student's academic and professional background.

The design of this program assumes that the student has a background in information science, information systems, or business administration. Some students may be required to take one to three foundation courses to supplement their expertise.

Students who are less skilled in communications and/or information literacy may prepare for the graduate program by taking basic skills course(s). The Director of the graduate program will be able to advise such students concerning what course work would be needed in order to prepare to enter the program.

Degree Requirements

Twelve to fifteen courses (at least 36 graduate credits) are required for the degree. The following outlines specify the program requirements regarding the foundation, core, electives, and capstone courses. Individual plans for progression will be determined for each student in consultation with the Program Director.

Skills Courses:

Candidates for the program who are not familiar with communication and presentation skills and/or information technology literacy may prepare for the graduate program by taking skills course(s). The Program provides the following one-credit courses that may fulfill this preparation:

MBA 501 The Executive Communicator: Presentation Module

MBA 502 Computer Literacy for the Contemporary Business Environment

Foundation Courses

The purpose of the Foundation courses is to provide students with a broad-based background in information systems, databases, and statistics. The following three courses (three credits each) are required but may be waived based on a student's academic and professional training.

Information Systems
MIS 710 Information Systems Analysis and Design

Databases
CIS 523 Data Processing and Database Management
OR
MIS 720 Database Management

Statistics
CIS 502 Applied Statistics and Modeling
OR
MBA 620 Statistical Thinking for Managers

Core Competencies Courses

The Core curriculum focuses on Managerial, Technical, and Technology Management competencies. Students are required to take a total of nine courses in these core competencies: three courses from Managerial Competencies area, three courses selected by the student from Technical Competencies area, and three courses from Technology Management area.

Managerial Competencies (all three required)
CIS 610 Legal, Ethical and Social Issues in Computing
CIS 615/MIS775 Project Management for IT/IS
MBA 810 Self Assessment for Leadership

Technical Competencies (three selected)
CIS 624 Data Organization, Warehousing and Mining
 Technologies
INL 631 Technology Architecture
INL 632 Application Development Technologies
INL 642 Data Communication Technologies
INL 644 Data Security Technologies

Technology Management (all three required)
INL/MIS 660 Effective Strategic IS/IT Planning
INL/MIS 662 Management of IS/IT System Resources
INL/MGT 736 Organizational Effectiveness: Beyond the
 Fads

Electives (two selected)

Electives provide the framework for keeping pace with the rapid advancements in technology. Students are required to take two elective courses in new technologies.

CIS 655 Intelligent Systems Technology
CIS 656/ECM716 Electronic Commerce for the Competitive
       Advantage
INL 650 User-Interface Technologies
INL/MGT 743 Entrepreneurship
INL/MGT 760 IS/IT Human Resource Management
MIS 705 Emerging Information Technologies

Capstone Experience (one course)

Students culminate their study with an integrative three-credit capstone experience, taken in the final semester of the program. This course is completed with a cohort group of students and provides the opportunity to integrate what has been learned in the core and elective courses.

INL 880 IT/IS Capstone Experience

Course Descriptions

CIS 502
Applied Statistics and Modeling
3 credits
A problem-solving computer-oriented approach to applied statistics based on modeling. Topics include: probability, discrete and continuous random variables, model building and testing, sampling distributions, hypothesis testing, design of experiments, factorial design, analysis of variance and covariance, correlation, simple and multiple regression, and nonparametric tests. Students must demonstrate a proficiency in the use of packages and an ability to analyze and evaluate a statistical situation.

CIS 523
Data Processing and Database Management
3 credits
Database system data structures-architecture, data languages. Logical and physical database design. Database models: entity-relationship, relational, hierarchical, network; normalization, integrity, query languages including SQL and relational algebra. Analysis and evaluation of database designs, in relation to the strategic mission of the project. Social, ethical considerations, and privacy of data. Case studies and a project using a relational DBMS.

CIS 610
Legal, Ethical and Social Issues for Computing
3 credits
Topics include: laws regarding computer use; privacy both on and off-line; cryptography and encryption; attacks on computer systems; ethics and codes of ethics; risks and responsibilities of computing; effects of computers on society and culture. Course informs students of the issues and enables them to provide leadership in implementing appropriate policies and guidelines.

CIS 615
Project Management for Information Technology and Systems
3 credits
Concepts, principles and practices of project management in information technology and systems. Integrates the pertinent organization structure and behavior with project management issues. Covers the project management life cycle. Includes project planning, controlling, and monitoring techniques in the areas of project integration, scoping, time considerations, costing, quality assurance, resource planning, reporting, risk analysis, and procurement. Analyze, evaluate and select appropriate project management systems, tools, and methodologies, from a project leader point of view. Case studies and implementation using appropriate project management software. Cross-listed with BUS 715.

CIS 624
Data Warehousing, Mining and Data Marts
3 credits
This course will examine major data base engines as well as efforts to access distributed data bases particularly as access occurs through data warehouses. Analyze, evaluate and select appropriate data mining systems, tools, techniques, and methodologies. Integration of structured and unstructured data, information, and knowledge. Use of data mining and marts for effective Customer Relationship Management (CRM) and data portals and dashboards.

CIS 655
Intelligent Systems Technology
3 credits
This course will examine the full range of intelligent systems technology, such as simple expert systems, complex inference networks, neural networks and fuzzy logic, among a variety of hybrid intelligent technologies. Analyze, evaluate, and select appropriate intelligent systems technologies.

CIS 656
Electronic Commerce for Competitive Advantage
3 credits
This course will identify the technologies necessary to develop an Electronic Commerce (EC) business model; the technologies necessary to develop an EC application including distributed processing, security, Web-to-legacy database connectivity, etc; and then how to evaluate the effectiveness of a transaction-based Web site. The course will also include EC business models, and analyze and evaluate appropriate e-commerce systems, tools, and methodologies. The course will include a case study approach, examining successful sites. The students will work in teams to design and prototype an electronic commerce site.

INL 631
Technology Architecture
3 credits
This course will examine the relationships among business models and processes, communications architectures and infrastructures, applications architectures, security architectures and the data/information/knowledge/content that supports all aspects of transaction processing. It will examine alternative computing and communications platforms, major support

technologies, and the issues connected with aligning technology with business goals. Course work will include class presentations and projection plans to implement, modify or supplement technology infrastructures.

INL 632
Application Development Technologies
3 credits
This course will examine the array of applications development and maintenance technologies available to IT managers. It will examine the dominant programming languages, the movement to packaged applications, advances made in enterprise resource planning (ERP) applications, as well as architectures for distributed applications, such as multi- and n-tier architectures. Course work will include class presentations, risk analysis and implementation strategies to augment develop or implement application solutions for business change.

INL 642
Data Communication Technologies
3 credits
This course will examine the primary communications technologies including telecommunications, messaging, groupware and workflow technologies. It will examine how these technologies inter-relate and inter-operate. It will explore some of the key aspects of the application of communications technologies, such as bandwidth management, quality of service (QoS), and network administration. Course work will include business planning, persuasive presentations and implementation strategies to align the business communication infrastructure with new communication technologies

INL 644
Data Security Technologies
3 credits
This course will explore all aspects of computing and communications security including policy, authentication, authorization, administration and business resumption planning. It will examine key security technologies, like encryption, firewalls, public key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Course work will include plans for developing and implementing a technology security strategy focused on the business needs.

INL 650
User-Interface Technologies
3 credits
This course will examine the issues associated with human-computer interaction including human-computer task allocation, interface technologies, such as GUIs, speech, virtual reality, body interfaces, mimetics. It will also address how to design interfaces likely to enhance performance. Evaluation methods will also be examined, so UI designers can determine if their interfaces are enhancing or degrading human performance. Course work will include development of persuasive presentations, end-user relationship management strategies and interpersonal communication skills to create a business atmosphere conducive to partnerships between IT departments and the organizations it services.

INL/MIS 660
Effective Strategic IS/IT Planning
3 credits
This course will investigate the steps necessary to effectively plan and lead IS/IT projects and programs. The course will stress requirements analysis and modeling, prototyping, and other techniques designed to improve our understanding of what technology needs to be deployed and why. Business/IT alignment will be the theme of this course as alternative methods, tools and techniques for planning optimal IT investments are explored. Students will define, justify, and present IT project proposals. Justifications will include on-going and initial financial implications as well as, operational and technical considerations. Specifically, students will need to address business scenario development, cost-benefit analysis, budgeting considerations, total cost of ownership, expected value, and class return on investment (ROI) models to measure the effectiveness of IS/IT.

INL/MIS 662
Management of IS/IT System Resources
3 credits
This course will explore the range of IS/IT acquisition strategies available to IS/IT leaders, alternatives that range from total in-house support to extreme outsourcing in the form of external hosting and applications service providing (ASP). The use of telecommuting, small office home office (SOHO), global, offshore and out-sourced resources will also be examined as well as trends toward virtual skillsets and expertise. Systems management tools, such as versioning and distribution tools, will also be addressed. Change management during constant technological change will be addressed and simulations used. This course will also examine finance and accounting systems designed to track IS/IT expenditures as well as support IS/IT expenditure forecasting.

INL/MGT 736
Organizational Design: Beyond the Fads
3 credits
There is a well-documented tendency for managers to jump from one fad to another in designing (and redesigning) their organizations. This course suggests that there are not simple solutions, but rather that organizational restructuring should involve a careful analysis of the needs of one's organization. The course examines a variety of factors that high level managers should take into consideration when restructuring, including the organization's size, environment, strategy, internal strengths, personal values, and technology. We will also examine ways that organizations influence their environments (e.g., mergers, strategic alliances, and lobbying) and the effects of current structural trends, such as downsizing, outsourcing, and employee involvement programs.

INL/MGT 743
Entrepreneurship
3 credits
This course will examine what it takes to create a new idea, such as a piece of software, and then communicate its significance to an audience of prospective employees, investors and customers. Form and content will be explored, as cases of successful and unsuccessful entrepreneurism are examined.

INL/MGT 760
IS/IT Human Resource Administration
3 credits

This survey course provides an overview of the major areas of human resource management including HR strategy and planning, EEO laws, job analysis and competency models, recruiting, selection, training, performance appraisal and management, job design, compensation, benefits, and labor relations. Focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure business success. When cross-listed for the MS-ITL program, this course will focus on particular aspects of HR that pertain to IS/IT, such as IS/IT intellectual capital management: how to match the right IS/IT skills to the right problems, IS/IT skills enhancement and re-training, continuous learning, retention, recruiting, market compensation, and change management.

INL 880
Integrative Capstone
3 credits

The capstone experience will provide an opportunity for students to work in a cohort to apply the leadership skills and tools learned in other required courses to analyze, design and evaluate a solution for an information technology management environment. The students will work in a cohort, in partnership with an external company.

MBA 501
The Executive Communicator: Presentation Module
1 credit

This course module focuses on the skills needed to link oral communication with the ability to work effectively in the executive environment. This work is based on the understanding that content and effective presentation of material are equally important in developing effective communication. Active participation through oral presentations on current business topics is required. Students will use a variety of presentation technologies.

MBA 502
Computer Literacy for the Contemporary Business Environment
1 credit

This course module focuses on the skills needed to use information technology and computing applications in the business environment. There will be special emphasis on the use of a graphical user interface, packaged software and their applications, and the navigation of the world wide web and the Internet.

MBA 620
Statistical Thinking for Managers
3 credits

This course introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. Students will learn: how to gather data usefully, how to summarize data into understandable form, how to use probability ideas in understanding data, how to infer and predict based on the always-limited available data, and how to use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.

MBA 810
Self-Assessment for Leadership
3 credits

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop, and reports on efforts to develop those skills.

MIS 705
Emerging Information Technologies
3 credits

This course is designed to introduce students to one of several areas of emerging information technology such as networking, electronic commerce, enterprise resource planning applications, etc. Students will learn the fundamental principles and concepts of a specific topic, its applicable technology, the design and implementation of the systems that support the area of study and methods for measuring efficacy. Evolving technologies will be addressed as appropriate, and their relevance to business pursuits will be discussed and analyzed. Lectures and case studies will be used to give the student a solid understanding of the topic. A group project to develop and present an area initiative/concept will be the capstone of this course.

MIS 710
Information Systems Analysis and Design
3 credits

This course will cover information systems in businesses, systems analysis and design. It will also address fundamental computing concepts, such as operating systems and levels of programming languages. It will provide an introduction to Unified Modeling Language (UML) as a tool for system analysis and design.

MIS 720
Database Management
3 credits

This course focuses on data management in organizations, and on the design and development of database applications. Also covered in the course are the database architecture, logical and physical data design, and the integration of databases with programming. Topics include conceptual data modeling, normalization and database design, database system implementation, SQL, distributed data management and client-server systems, and database administration.

Master of Arts in Professional Communication

Director
Richard J. Goedkoop, Ph.D.

Faculty
Professor: Molyneaux

Associate Professors: Cronin, Dainton, Goedkoop, S. Smith, Texter
Assistant Professors: Aylor, Hall, MacLeod, Oppliger, M. Smith, Zelley
Lecturers: Herbst

Description of Program

The Master of Arts degree in Professional Communication is primarily a part-time, 36-credit program for persons who wish to become better skilled with communication issues and practices within business and professional organizations. It is designed to be broad-based in scope but provides sufficient depth for students to explore issues or emphases that are germane to their interests and needs.

A strength of the program is its practical focus. While emphasizing theory and methods in the core courses, students are invited throughout the program to apply the communication principles and practices that they learn to real-life situations.

The program in Professional Communication is designed to provide coursework, additional communication skills, research tools, and pragmatic experiences that will enable students to combine knowledge of the most important areas of the discipline with opportunities to test and apply their enhanced knowledge and skills in the workplace.

The program can be tailored to the individual student's goals through the choices that can be made in General Courses as well as through the experiences that can be pursued in the Practicum.

Admission Requirements

To be accepted into the program, a student must present:

1. Evidence of successful academic achievement in completion of a Bachelor's degree from an accredited institution of higher education. The student's record must show completion of 24 credit hours in any combination of communication, humanities, and social science courses.

2. Three letters of recommendation from professors and or supervisors who can address the candidate's ability and motivation for enrolling in the program.

3. Acceptable scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.

4. The Application for Admission, accompanied by the stipulated application fee made payable to La Salle University.

The program is open to applicants without regard to age, creed, race, gender, national origin, disability, or sexual orientation. Because oral communication is an integral part of most courses in the program, students must be able to communicate clearly in English. A maximum of six (6) credit hours are eligible for transfer from another institution or from another La Salle Graduate Program.

The Application for Admission may be obtained by contacting:

Dr. Richard J. Goedkoop, Director
Graduate Program in Professional Communication
La Salle University
Philadelphia, PA 19141
215/951-1155
E-mail: comm@lasalle.edu

Tuition and Fees 2001-2002

Application Fee...$35
Tuition (per credit)....................................$450
General University Fee (per semester).. ....$75
Late Registration Administrative Fee............$50

Tuition Assistance

Partial grants are available for Fall and Spring semesters based upon a combination of need and merit. Consult the Director of the Professional Communication Program for more details. Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

The Master of Arts in Professional Communication degree is a 36-credit program requiring all degree recipients to complete:

1. The five-course Core

2. A required Practicum (COM 605), after at least 18 graduate credits

3. Four elective, general courses

4. 36 course credits plus Comprehensive Exams.

Students must complete the program with a minimum 3.0 grade point average. They have seven years from their first matriculation to complete all requirements for the degree.

Core (5 courses, 15 credits)
COM 600 Communication Theory
COM 601 Professional Communication Ethics
COM 602 Advanced Oral Communication
COM 603 Strategies for Professional Writing
COM 604 Communication Research Methods

Required (1 course, 3 credits)
COM 605 Practicum (after at least 18 graduate credits)

General Courses (4 courses, 12 credits)
COM 608 Intercultural Communication and
             Organizational Life
COM 610 Approaches to Interpersonal Communication
COM 611 Communication Technology
COM 612 Approaches to Organizational Communication
COM 613 Approaches to Public Relations
COM 614 Communication Conflict Management
COM 615 Persuasion
COM 616 Group Communication
COM 617 Communication Management:
             Media & Public Relations
COM 618 Professional Media Production
COM 619 Public Relations Campaigns

Certificate Program in Professional Communication

This program is designed for students with Bachelor's degrees who wish to upgrade their communication skills and understanding of how communication works and can be utilized in the professional and business world.

The Certificate is attained by the successful completion of five La Salle University graduate courses in Communication. Certificate specializations can be attained in the following areas: Public Relations, Organizational Communication, Mass Communication and general Professional Communication.

Certificate Requirements:
15 credits (5 courses), and a 2.75 G.P.A.

Required (Two Courses, 6 credits)
COM 602-Advanced Oral Communication
COM 603-Strategies for Professional Writing

Electives: Three courses from COM 608, 610, 611, 612, 613, 614, 615, 616, 617, 618 and 619

PUBLIC RELATIONS CERTIFICATE
(electives from) COM 604, 613, 615 & 619

MASS COMMUNICATION CERTIFICATE
(electives from) COM 611, 615, 617 & 618

ORGANIZATIONAL COMMUNICATION CERTIFICATE
(electives from) COM 608, 610, 612, 614 & 616

Admission Requirements:

Application Form
Application Fee of $35 (check made payable to La Salle University)
Official Copy of the candidate's Undergraduate Transcript

Students who wish to move into the degree program (M.A.) from the Certificate Program may do so as long as they have achieved at least a 3.0 academic average in their coursework. All credits would transfer and the candidate would need only to forward a written statement to the Director within one year of Certificate completion. All additional degree coursework would need to be completed as well as the Comprehensive examination before the student would be awarded the Master's degree.

For more Information or Questions please contact: Dr. Richard Goedkoop at 215-951-1155 or at goedkoop@lasalle.edu

Course Descriptions

COM 600
Communication Theory
This course focuses on the nature and function of communication theory. It examines the role of theory in understanding communication events and explores various advanced communication theories as they apply to professional communication.

COM 601
Professional Communication Ethics
This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal group, professional, and mediated contexts. It is also designed to give the students a number of opportunities to apply and critique those theories to a range of hypothetical and real-life situations.

COM 602
Advanced Oral Communication
This course focuses on the development and enhancement of public presentation skills. It presents theoretical background for speaking in different types of public situations, but concentrates primarily on speech preparation and skill development. Use of presentation graphics will be included.

COM 603
Strategies for Professional Writing
This is an advanced writing course designed to show participants how to write effectively the documents common to the worlds of business and professions. The course is designed to develop writing and editing skills that participants can use in meeting the writing needs of their professional lives. In addition, the course provides practical instruction in how to effectively manage the writing of others.

COM 604
Communication Research Methods
This course introduces graduate students to qualitative and quantitative research methods, including experimental, survey, textual analysis, and ethnography. The course will also include an examination of how research can be applied in professional settings.
Prerequisite: COM 600

COM 605
Practicum
This course will provide students with the opportunity to integrate classroom learning with professional employment through a supervised experience at an approved placement site. The practicum will stress the development of the student through enhanced opportunities and challenges in a professional setting. Choice of practicum site and project will be developed by the student through consultation with a faculty member and with the cooperating company or institution.
Prerequisite: 18 credit hours in Professional Communication and COM 604

COM 608
Intercultural Communication and Organizational Life
This course explores the multitude of issues that surround the notion of cultural diversity, which are the bases for the study of intercultural communication. Special emphasis will be given to how culture is communicated and interpreted by persons of diverse backgrounds. Within this matrix, the course will explore a variety of communication issues pertinent to professional and organizational life.

COM 610
Approaches to Interpersonal Communication
This course focuses on the nature and function of interpersonal communication. Content incorporates advanced theories and research on interpersonal communication and their application to the practice of effective interpersonal communication in everyday and professional life.

COM 611
Communication Technologies
This course is designed to explore the role of new communication technologies in society. The course will cover the history, the future, and the impact of communication technology on the community.

COM 612
Approaches to Organizational Communication
This course provides advanced study of the theoretical and conceptual aspects of organizations and organizational communication and of their application to practice. The course explores methods for the analysis and evaluation of organizational communication networks and for the planning and development of communication intervention strategies.

COM 613
Approaches to Public Relations
This course explores public relations as the management of communication between an organization and its various internal and external stakeholders. It examines theoretical and conceptual frameworks with an eye toward the practical application of appropriate ethics, decision-making, research analysis, design, implementation, and evaluation strategies.

COM 614
Communication Conflict Management
This course focuses on the nature and function of healthy and unhealthy communication conflict. Content incorporates theories of conflict and the application of effective conflict management.

COM 615
Persuasion
This course focuses on the different theories, approaches, research methods, and applications for persuasion in a variety of communication contexts and media.

COM 616
Group Communication
This course weds theory of small group interaction with a focus on the practice of participating in groups. Emphasis is placed on factors affecting and affected by symbolic exchanges in task groups. Specific topics include group climate, group decision-making, and leading groups.

COM 617
Communication Management Media & Public Relations
The focus of this course is to analyze an organizations internal and external communication challenges through needs assessment techniques and effective planning strategies.

COM 618
Professional Media Production
This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement these pre-production, production, and post-production practices in developing messages for corporate and institutional audiences.

COM 619
Public Relations Campaigns
The course will introduce students to the process of planning and implementing public relations campaigns. Students will examine techniques for developing and managing public relations campaigns for internal and external audiences. Students will also review historic and contemporary public relations campaigns for both their effectiveness and their social implications.

Master of Arts in Theological Studies, Pastoral Ministry, and Liturgical Practice

Director
Francis Berna, OFM, Ph.D.

Faculty
Professors: Efroymson (Emeritus), Kelly, Ramshaw

Associate Professor: Campos
Assistant Professors: Devlin, Dougherty, Pastis
Lecturers: Bartle, Brame, Dolan, Hallahan, Lathrop, McCarthy, McCoy, Raphael, Ryan, Whalen
Visiting Professors: Bornemann, Prusak

Description of Program

La Salle's Master of Arts in Theological Studies, Pastoral Ministry and Liturgical Practice provides a solid theological education, preparing students for lay ministry in the church, as well as providing a foundation for more advanced studies. Roman Catholic in its orientation, the program seeks to foster a truly ecumenical spirit with a faculty and student body representing various Christian churches and faith traditions.

The graduate programs in theological, pastoral and liturgical studies are both full-time and part-time programs. Classes are held in the evenings and on Saturdays during the Fall and Spring semesters and in the morning, afternoon and evening during the Summer sessions.

Concentrations are available in three distinct areas: Theological Studies, Pastoral Ministry and Liturgical Practice. Each is characterized by a distinct Lasallian methodology combining academic excellence, theological reflection and practical application.

The Theological Studies track concentrates on research and the systematic study of biblical, dogmatic and spiritual theology. Graduates are able to articulate a sound contemporary theology which takes into account the cultural and socio-economic context of people's lives.

The Pastoral Ministry track helps students investigate the issues and develop the skills that will enable them to become effective Christian ministers as religious educators and youth ministers. A concentration in Pastoral Counseling combines the academic study of Religion with courses in Counseling-Psychology.

The concentration in Liturgical Practice provides for the needs of those whose ministry intersects with liturgical planning for diocesan, parish and school ministries. Within a theological, theoretical, and historical framework, the program focuses on the practical concerns of the liturgical life and worship in a Christian community.

Methodologically, our programs of studies follow the centuries-old University tradition of education that is academically open to the diversity of events, ideas, and the physical and social sciences and technologies that shape our contemporary world. The programs empower students to investigate the historical religious, theological and pastoral traditions, establish a dialogue with contemporary culture, and use the resultant insights and skills to respond, in faith, to the fears, struggles, aspirations and achievements of contemporary men and women.

Admission Requirements

To be accepted for admission, an applicant must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree from an accredited institution of higher education.

2. Unless a waiver is granted, a minimum of 26 credits in a combination of religion, theology, humanistic subjects, or ministry-related work.

3. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University as well as a letter of intent describing the applicant's academic and ministerial interests.

4. Two letters of recommendation.

The Application for Admission may be obtained by contacting:
Graduate Religion Programs
La Salle University
Philadelphia, PA 19141-1199
215/951-1335
E-mail: religion@lasalle.edu

Tuition and Fees 2001-2002

Application Fee..$30
Tuition (per credit) $295
General University Fee (per semester).. ....$75
Late Registration Administrative Fee............$50

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

Progression Through the Program

The degree is 36 credits. For information about sequence of courses recommended for each concentration—Theological Studies, Pastoral Studies, and Liturgical Praxis—refer to the Curriculum Guide for these programs. Call 215/951-1335 for a copy.

Course Descriptions

FOUNDATION COURSES

RLE 501
Introduction to Biblical Studies
This course introduces students to the theory and application of biblical interpretation methods. Students will come to understand and learn to use historical-critical method: form, redaction, source, feminist, and post-modern criticism along with other recent approaches. Internet resources for biblical studies and biblical studies software will be introduced and evaluated.

RLE 503
Foundations of Christian Faith
This course offers the fundamental methods which will enable students to engage in the lifelong process of articulating a theology rooted in a developing personal and communal experience that continually dialogues with Scriptures, with diverse historical, religious, philosophical and theological traditions, and with the physical and social sciences.

RLE 505
Religion, Psychology and Culture
Mindful of the recommendation of Vatican II to "read the signs of the times," this course examines the place of religious imagination in a world vastly changed by recent scientific, sociopolitical, and economic revolutions. Particular attention is given to the impact of modern psychology. The accompanying global shift in human consciousness and understanding not only affects the secular context of people's lives, but has far-reaching implications for the theological and pastoral enterprises as well. The course will examine the rise of modernism and the modern self, religious imagination, questions of social justice and a global ethics.

RLE 507
Church and Ministry
This course will critically examine the identity and praxis of the community called Church. Particular attention will be devoted to the ways in which the church has understood and expressed itself in the past, to the issue of leadership structures and their relation to the ministry of all the baptized, to the initiatives for ecumenical unity, and to the scope of the mission of a "world church" acting as a critical dialogue partner with the pluralist and secular world of our time.

RLE 509
Christology
Using the contributions of critical biblical scholarship, this course will first reconstruct, from the various Gospel accounts, the traces of what Jesus said and did during his ministry. The way Jesus seems to have faced death will be compared with the way his death and resurrection were interpreted by the early church. Moving through the Christological developments of the second to the eighth centuries, the course will finally consider how contemporary human experience impacts on current theological interpretations of Jesus and his meaning for our times.

RLE 511
Ritual and Sacraments
After exploring the social and psychological foundations for human ritual, the course will consider the sacramental character of creation and incarnation. Particular attention will be given to developing an understanding of Jesus as the primordial sacrament, and on Church as the continuing sacrament of Jesus. Consideration of the sacraments as actualizations of the Church will be complemented with a study of the historical development of the sacraments in the different Christian traditions. Students will apply theology to sound liturgical practice in parish, school and family.

RLE 513
Principles of Moral Theology
Participants will explore the foundation of Christian ethics, with a concentration on these and similar questions: On what basis do people decide how to make moral choices? Why do we take the moral stands we do on issues facing the churches and society? Do Christians have different ways of making decisions than people from other religious or secular traditions? The course examines philosophical, sociological and theological perspectives to these questions.

ADVANCED COURSES – BIBLICAL AND THEOLOGICAL STUDIES

RLE 601
Torah and Early Israel
The history and faith of Israel are examined from the earliest beginnings through the reign of Solomon. The text is interpreted with regard to the cultural context of the Ancient Near East. The early prophetic tradition is explored in light of Torah and the historical writings of the Hebrew Scriptures. Special attention is given to the theological significance for Christian faith.

RLE 602
The Prophets
This course studies the prophets of Israel and the world in which they lived, from the division of the Israelite kingdom to the Maccabean period, to understand their message as well as the nature of the prophetic tradition and its relevance for the church today.

RLE 603
The Writings
While giving special emphasis to the book of Psalms, the Five Scrolls, Job and other wisdom materials, this course offers a study of the cultic and wisdom traditions in Israel. Special attention is given to the significance of the Psalms and Wisdom for Christian theology and devotion.

RLE 615
The Synoptic Gospels
This course explores the origins, structure and general character of Matthew, Mark and Luke with special emphasis on the theological thrusts of each gospel. Select pericopes, chosen to create an awareness of the difficulties and problems of New Testament interpretation, are taken for extensive exegesis.

RLE 616
Johannine Writings
With consideration of the context of the historical situation of the community in which and for which the Johannine texts were written, this course offers an examination of the Gospel and Letters of John. Emphasis is given to the theology (Christology, Ecclesiology, Eschatology, Ethics) of the texts and their significance for contemporary Christian faith.

RLE 617
The Letters and Theology of Paul
The central topic of this course is an analysis of the authentic Pauline letters, the situation and conflicts which provoked them, and the theology in and behind them. Other letters attributed to Paul (the "deutero-Pauline" literature) will also be considered.

RLE 631
The Documents and Theology of Vatican II
Students will review the historical context which gave rise to the Council as well as the most important documents produced by Vatican II. After a thorough consideration of the theologies present in conciliar texts, students will explore the implementation and development of the Council's teachings in the contemporary Church.

RLE 632
Theologies of Liberation
While offering an in-depth consideration of the Liberation theology developed in Central and South America, the course will also provide an overview of feminist and Black theologies. Some attention will be given to the foundation of liberation theologies in the political theology of Western Europe and the general struggle for human freedom as an essential component of Gospel faith.

RLE 633
Women and Religion
Students will explore questions of method and concepts of gender, patriarchy, feminism, and liberation as they appear in studies of women and religion. Emphasis will be given to the perspectives which feminist theologians contribute to the theological enterprise based on a critical analysis of established feminist authors. Consideration will be given to the ways in which feminist thought provide renewed understandings of male and female identity.

RLE 641
Sacraments of Initiation
This course investigates the sacramental dimensions of Christian Initiation in the Early Church and the historical factors that contributed to the dissolution of the rite in the west. The biblical foundations and theology of Baptism, particularly as developed in the letters of Paul, will be complemented with a study of the development of Confirmation. A consideration of the New Testament theology of the Eucharist and an exploration of the implications of restoring the process of the rites in the contemporary Church will complete the course.

RLE 643
The Eucharist
This course has two aims. The first is to offer a solid historical and theological understanding of Eucharist as a sacrament of the Christian community. The second aim is to apply the insights offered by a historical perspective and the work of contemporary theologians to the work of celebrating the Eucharist in today's parish. Consideration will also be given to topics such as Eucharistic devotion and the Sunday gathering of the Catholic community in the absence of a priest.

RLE 645
Sacraments of Reconciliation and Vocation
Attentive to the historical development of the sacraments of Reconciliation, Marriage, Holy Orders, and the Anointing of the Sick, the course will also highlight the particular theology operative in the contemporary practice of the rites. The themes of relationship, commitment, forgiveness, service and leadership will be explored as dimensions of Christian living in faith and hope.

RLE 647
Human Sexuality and Christian Marriage
Drawing on the contributions of contemporary natural and social sciences, the course will provide a critical investigation of the historical and ideological understandings of human sexuality. Building upon the notion of human sexuality and love as dimensions of human holiness, attention will be given to considering Christian marriage as a sacramental event in contemporary theological reflection as well as in historical expression.

RLE 651
Moral Issues in Today's Health Care
Although health care began as a ministry of the Church, it is now secularized and commercialized, especially in the United States. Ethical questions arise as a result of this shift and the course will examine them. Topics, among others, include patient autonomy, the right to life, euthanasia, reproductive technologies, abortion, genetic engineering, research ethics and the cost of health care. Secular as well as religious approaches will be studied.

RLE 653
Professional and Business Ethics
Catholic social teaching in general and the U.S. Bishops pastoral letter on the economy, in particular, provide a perspective for the practice of corporate business in the present culture of the United States. This course intends to explore the ethical implications of social teaching which upholds the rights of labor, insists on the dignity of the worker, and advocates a responsible distribution and use of the world's goods. While the major emphasis is on responsibility in corporate enterprise the course also gives perspective to other professionals who provide service through profit and not-for-profit structures.

RLE 661
The Tradition of the Mystics
This course includes both a study of the nature of mysticism in the Judeo-Christian tradition and the study of selected writings from representatives of that traditions. Consideration will be given to the physical, psychological and social dimensions of mystical experience as well as a theological understanding of the mystic's encounter with the Holy.

RLE 663
The Spiritual Classics
The human search for God takes a variety of forms in the Christian tradition. This course explores the path of holiness given in the writings of significant men and women from the early and Medieval periods of Christianity through the Reformation.

RLE 665
Contemporary Spirituality
This course focuses on the dynamics and authors on the spiritual life in post-Reformation Christianity. Consideration will be given to European spiritualities of the 17th through 20th centuries and to American movements. Beyond what is generally deemed traditional Christian spirituality the course will propose some examination of Creation and New Age spiritualities, modern Evangelical Christianity, feminist and liberation spiritualities,

670-671 Special Topics: Biblical Studies

675-676 Special Topics: Theological Studies

ADVANCED COURSES: PASTORAL STUDIES

RLE 701
Serving and Administering Faith Communities
This inter-disciplinary course provides insights from the secular disciplines on administration and management of groups of people as well as pastoral principles on the nature and function of leadership in Christian communities. It will address the various types and goals of communities of faith, the diversity of interactive and relational dynamics, the multiplicity of human needs and services, and correspondingly, the various ways in which the ministry of leadership can be implemented.

RLE 703
Multicultural Perspectives on Ministry
Major cultural, ethnic, racial and religious traditions co-existing in contemporary American communities are challenging Church and ministry. The purpose of this course is to appreciate their potential reciprocal contribution to the development of a global, interdependent Christian community. Emerging leadership insights as to how to create and empower a multicultural Christian community around issues and interests will be explored.

RLE 705
Church Accounting and Finance
This course reviews some fundamental principles of accounting and finance with a particular emphasis on not-for-profit regulations. In addition the course helps the manager of church finances to understand his or her contribution to church ministry. Attention will be given to dealing effectively with voluntary and compensated church ministers, church structures and canon law.

RLE 707
Canon Law for Parish Ministry
After reviewing the basic principles of the Revised Code of Canon Law, students will examine the sections of the Code which pertain most directly to parish ministry. These sections include regulations concerning the celebration of the sacraments, parish administration, pre-marriage requirements and procedures for nullity..

RLE 710
Religious Imagination and Models of Religious Education
Dynamic images, metaphors and visions guide the theory and practice of church life. This course seeks to explore the development of appropriate models of religious education relative to the distinct visions of the Church in contemporary culture. Various models will be explored in terms of their conceptual framework, operating principles, strengths and limitations.

RLE 711
Leadership and the Ministry of Religious Education
The communication, decision-making, and evaluative skills needed by educational leadership to meet the challenges of personal and community conversion are the central themes of this course. Participants will examine contemporary spirituality and leadership skills that promote community advancement. Strands of spirituality and systems of reflective group process will be examined for their underlying energizing principles that nurture shared responsibility, curricular interdependence, creative problem-solving and the empowerment of people. Participants will articulate a personal and community vision reflecting transforming spirituality and enlightened leadership.

RLE 713
The Teaching and Healing Ministry of Jesus
This course is designed to offer a theological examination of the most recent developments in contemporary Christology. Emphasis will be given to his most characteristic title "Teacher" and to the most attractive feature of his ministry, his power to heal spiritual and physical ills. Throughout the course there will be a constant reference to the implications of a lived, prayerful relationship with Jesus the Christ for personal commitment and for one's ministry in parish, classroom and home.

RLE 715
Sacramental Catechesis
The course examines the process called "catechesis," its functions and dynamics, and applies the conclusions to sacramental preparation and formation programs for all ages throughout a lifetime. Its primary purpose is to help students develop programs by which the sacramental preparation of Christians of all ages is made more effective personally, and more conducive to the emergence of community.

RLE 717
Parish Youth Ministry
Parish youth ministry is moving beyond youth group and religious education models. The ministry requires a comprehensive approach. This course will provide a renewed vision for youth ministry and practical programmatic approaches and strategies for proclaiming the Gospel, connecting young people to the faith community, and calling youth to discipleship.

RLE 719
Pastoral Care of the Adolescent
An exploration of the developmental stage called Youth from a psychological, behavioral, social, emotional and moral perspective serves as the foundation for this course to explore the faith and views of young people. Attention will be given to skills needed for youth to develop healthy personal, social and professional relationships. Practical interventions and guidelines are stressed throughout the course.

RLE 721
Introduction to Pastoral Counseling
This course will address the issues that make Pastoral Counseling a unique orientation to counseling psychology. The totality of human experience is addressed, the spiritual as well as the psychological, as the basis for therapeutic intervention. The basic dynamics and approaches are reviewed along with a brief history of the model. It challenges students to identify their resources of faith, meaning and value.

RLE 723
Counseling the Adolescent
After identifying the particular developmental tasks for adolescence and young adulthood, this course introduces various counseling approaches to help young people achieve their desired goals. Attention will be given to individual and systems approaches for the troubled adolescent as well as developing a supportive relationship to assist in the more general patterns of growth.

RLE 725
Ministry to Families in the Face of Loss
The course will address issues of loss and mourning experienced by families as a result of physical and mental disability, job loss, aging, illness and death. It will present an understanding of the psychological and relational impact of loss with particular reference to those who minister to families in the face of loss.

RLE 730
Understanding the Human Encounter with Death
This experientially oriented course will explore contemporary psychological approaches to death, dying, and bereavement from a spiritual perspective. Through a variety of learning modalities including lectures, discussion, guest speakers, videos, personal sharing, journal writing, meditation and other self-awareness exercises, we will focus on four interrelated areas: 1) personal grief journey; 2) the psychology of death and bereavement; 3) specific skills in ministering to the dying and bereaved, and; 4) human mortality, life after death and questions of "ultimate concern.

RLE 731
Psyche, Spirit and the Quest for Wholeness
The course explores the meeting of psychology and religion in the works of C.G. Jung, Abraham Maslow and other contemporary transpersonal psychologists. The course investigates specific methods for actualizing one's spiritual potential. Through lectures, readings, class discussions and journal writing, students will examine the process of coming to wholeness in their lives, in their ministry and with the culture as a whole.

LITURGICAL STUDIES

RLE 740
Personal, Communal and Liturgical Prayer
This course will investigate the theological foundations of prayer, while studying the biblical roots of prayer, the prayer of Jesus, and the major traditions of personal, communal and liturgical prayer in the historical Christian communities. It will confront the distinct problems faced by contemporary men and women in their lives of prayer. It will offer guidance to ministers intent on helping people develop personal and communal models of prayer, and involving them specifically in the liturgical prayer of the Church.

RLE 743
Celebrating the Rites of the Catechumenate
The rites of the process of Christian initiation of adults will be studied from historical, theological, liturgical and pastoral perspectives. Beginning with the text of the Rite of Christian Initiation of Adults, students will reflect on the order and integrity of each of the rites. Working from this foundation, they will explore appropriate ritual adaptation and will receive guidance for the adapting and enrichment of the rites.

RLE 745
American Worship
Students will investigate American worship patterns. The course will be based on regular visiting of Sunday and midweek liturgies. Students will analyze diverse Christian worship patterns in order better to understand the strengths and weakness of their own patterns. Particular attention will be given to worship services in Christian denominations that are usually considered non-liturgical.

RLE 747
Eucharist and the Japanese Tea Ceremony
Students will learn to perform the Japanese Tea Ceremony both for its own sake and for comparison with the Christian Eucharist. The philosophy of the Tea ceremony will also be studied and compared with a Christian liturgical life.

RLE 749
Multicultural Traditions on Liturgy
With the increasing cultural diversity of traditional Christian churches, this course attempts to help the student explore ways to integrate various cultural traditions in the community's worship. Appreciating the directive for inculturation of the liturgical rites in the Roman Church, students will apply the fundamental dynamic to other churches as well. The topic of incorporating different cultural traditions and offering separate worship opportunities will be explored.

RLE 751
Liturgical Art and Environment
Focusing on both church design as well as church art, liturgical objects and vesture, this course will examine the theology and spirituality suggested by the environment and art of different historical periods. The question will be raised, "What is appropriate art and architecture for twenty-first century America?" Issues regarding contemporary church design, the reordering of space and art appropriate to a particular community will be explored. Visits to local churches and liturgies will afford considerations of historic design and liturgical adaptation.

RLE 753
Liturgical Music
This course offers a study of both the history of liturgical music and the practical considerations for the use of music in contemporary worshipping communities. Students will have the opportunity to apply general theory to a variety of liturgical settings.

RLE 770 Special Topics: Ministry

RLE 771 Special Topics: Ministry

RLE 775 Special Topics: Liturgy

RLE 776 Special Topics: Liturgy

RLE 780
Independent Study
In consultation with the program director, a student can contract to study independently a topic not offered in the regular curriculum. The student will propose a topic, develop a tentative bibliography and identify a faculty member from the University willing to direct the course of study. The course may be for three or six credits.

RLE 785
Ministry Practicum
With the approval of the program director, a student can contract for a supervised ministry practicum. The ministry may be the student's regular employment or a temporary position. The student will outline goals for the experience, develop a reading list and propose a final project. A regular member of the faculty will serve as the practicum supervisor and evaluate the final project. The course may be taken for three or six credits.

RLE 790
Integrative Project and Seminar
Students complete a major project exploring a topic related to their concentration in theology, pastoral ministry or liturgical studies. The project may take the form of a major research paper, a methodological reflection on supervised experience, or a creative presentation. Students work independently with a faculty mentor and are required to meet with other participating students and mentors for periodic seminars. An initial plan for the project must be approved by the director of the program prior to establishing an agreement with a faculty member for the independent study. Students will have one year from the time of registration to complete the project. The course is for three credits.

Master of Science in Nursing (MSN)

Director
Janice M. Beitz, Ph.D., R.N., CS, CNOR, CWOCN

Faculty
Professor: Wolf

Associate Professors: Beitz, Giardino, Heinzer, Kinsey, Wieland
Assistant Professors: Erb, Frizzell, Goldberg, Miller, Serembus, Zurakowski, Zuzelo

Description of Program

The program of study may be completed in any of six tracks: Adult Health Illness- Clinical Nurse Specialist, Nursing Administration/MBA, Nursing Anesthesia, Primary Care of Adults-Nurse Practitioner, Primary Care of Families-Nurse Practitioner, Public Health Nursing. The curriculum reflects a balance between liberal and professional education, and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of quality faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. 1. Evidence of successful academic achievement in completing a baccalaureate degree in Nursing from an NLN accredited program or the MSN Bridge Program for those RNs with a non-nursing baccalaureate degree. Course work must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course.

2. Current R.N. licensure in Pennsylvania.

3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. Students in the MSN/MBA dual degree program take the Graduate Management Admission Test (GMAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE and GMAT scheduling is also available from the Counseling Center.

4. Two letters of reference from professors or supervisors. At least one reference must be an academic reference.

5. A statement of philosophy

6. Professional liability insurance

7. Personal health insurance

8. One-year work experience as a registered nurse

9. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University

The Application for Admission may be obtained by contacting:

Dr. Janice M. Beitz, Director
Graduate Nursing Program
La Salle University
Philadelphia, PA 19141
215/951-1413
msnapn@lasalle.edu

Tuition and Fees 2001-2002

Application Fee...$35
Tuition (per credit)...................................$550
General University Fee (per semester).. ....$75
Late Registration Administrative Fee $50

Tuition Assistance

Advanced Nurse Traineeship funding and Graduate Assistantships are available. Consult with the Director of the Program regarding eligibility.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215-951-1070.

Progression Through the Program

The following is presented as a model for progression through the Master of Science in Nursing Program. Individual plans for progression will be determined for each student in consultation with the Program Director.

**Required for Degree: 41 to 48 graduate credits
(depending on track)**

Core: Required of students in all tracks (12 credits)
NUR 604 Research and Theory I
NUR 605 Research and Theory II
NUR 607 Advanced Practice Nursing and Administration in Health Care Delivery Systems
NUR 608 Population-Based Care and Advanced Practice Nursing

Track: Requirements vary with specialization chosen (29 to 35 credits)

Adult Health and Illness—Clinical Nurse Specialist
NUR 616
NUR 617
NUR 618
NUR 620
NUR 621
NUR 625
NUR 626
2 electives

Nursing Anesthesia
NUR 616
NUR 617
NUR 618
NUR 681
NUR 682
NUR 683
NUR 684
NUR 685
NUR 686
NUR 687
NUR 688
NUR 689
No electives

Primary Care of Adults—Nurse Practitioner

NUR 616
NUR 617
NUR 618
NUR 660
NUR 661
NUR 665
NUR 666
2 electives

Primary Care of Families—Nurse Practitioner
NUR 615
NUR 616
NUR 617
NUR 618
NUR 636
NUR 660
NUR 661
NUR 665
NUR 666

Public Health Nursing
NUR 635
NUR 637
NUR 650
NUR 651
NUR 655
NUR 656
HCA 731
2 electives

Master of Science in Nursing/Master of Business Administration (MSN/MBA)

This dual degree program prepares nurses for leadership positions in a reformed health care system in all types of nursing and health care practice settings. The curriculum focuses on the discipline of nursing, management, and business and emphasized the delivery of quality health care services. Graduates participate fully in the strategic and operational activities of health care agencies.

Nursing Courses	MBA Courses
NUR 604	MBA 610
NUR 605	MBA 615
NUR 607	MBA 625
NUR 608	MBA 630
NUR 640	MBA 690
NUR 645	MBA 691
NUR 646	MBA 810
	MBA 820
	MBA 830
	MBA 901
	MBA 902

Course Descriptions

Core Courses

NUR 604
Research and Theory I
3 credits
This course explores the relationships among research, theory, and practice. Students learn the process of theoretical thinking, and examine integrated knowledge development in nursing. Theory and literature review skills assist the student to develop a researchable question relevant to nursing practice. Students explore both qualitative and quantitative research paradigms. The roles of advanced practice nurses are explored in relation to evidence-based practice. Critiques of published research studies facilitate students' use of research in nursing practice. The course addresses the ethical implications (and obligations) of the research question. Students become proficient in scholarly writing and presentation skills as they develop a research proposal that will be completed in NUR 605.

NUR 605
Research and Theory II
3 credits
This seminar course is a continuation of Research and Theory 1 (NUR 604). The student develops a research proposal which originates in a question derived from clinical practice. The course examines treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computer in data analysis. The research consumer and participant roles are emphasized.
Prerequisite: NUR 604

NUR 607
Advanced Practice Nursing and Administration in Health Care Delivery Systems
3 credits
This course examines the evolution of advanced nursing practice in the context of changing health care delivery systems. Students explore health care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, sociocultural, legislative- political, and professional concerns. Program development, informatics, fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health care environment. This course meets the standards of care and professional performance as published in the Scope and Standards of Advanced Practice Registered Nursing (ANA, 1996)

NUR 608
Population-Based Care and Advanced Practice Nursing
3 credits
In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

Track Courses

Adult Health Tracks

NUR 616
Assessment of the Adult in Health and Illness
3 credits
This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and related sciences to analyze clinical problems and provide safe competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.
Prerequisites: Core, NUR 617, NUR 618

NUR 617
Pharmacology
3 credits
This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug

therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.
Prerequisite: NUR 618

NUR 618
Pathophysiology
3 credits
This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.
Prerequisite: Core

NUR 620
Biopsychosocial Processes I: Care of Adults in Health and Illness
3 credits
This course focuses on the identification and analysis of biopsychosocial and cultural processes in relation to health and healing in diverse human systems especially those from vulnerable and underserved populations. The student evaluates the complex influences of biological, social, cultural, and physical ecology in light of their effects on the health of adults. Significant adult diseases in the United States are emphasized. Nursing interventions for adults with these problems are evaluated from the clinical nurse specialist's caring perspective and from the service orientations of culturally-competent health promotion, disease prevention, health maintenance, and health restoration. The National Association for Clinical Nurse Specialists (NACNS) practice and education standards are emphasized.
Prerequisite: NUR 616
Co-requisite: NUR 625

NUR 621
Biopsychosocial Processes II: Care of Adults in Health and Illness
3 credits
This course explores biopsychosocial and cultural processes in relation to health and healing in diverse human systems especially those from vulnerable and underserved populations. Students evaluate significant health problems which represent the leading causes of mortality and morbidity for adults in the United States. Nursing interventions for adults with these problems are evaluated from the Clinical Nurse Specialist's caring perspective and from the service orientations of culturally competent health promotion, disease prevention, health maintenance, and health restoration. The National Association for Clinical Nurse Specialists (NACNS) practice and education standards are emphasized.
Prerequisites: NUR 616, NUR 620
Co-requisite: NUR 626

NUR 625
Field Study in Adult Health and Illness I
4 credits
This seminar and preceptored practicum course is designed to integrate theory, scientific knowledge, and research as the basis for clinical nurse specialists (CNS) practice. The nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health care services. Clinical practica are structured according to the needs of the graduate student. The seminars provide a forum for discussion of the roles of the advanced practitioner in diverse clinical settings. The practica and seminars enhance knowledge, skills, and attitudes relevant to culturally competent advanced nursing practice for diverse clients. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are integrated.
Prerequisite: NUR 616
Co-requisite: NUR 620

NUR 626
Field Study in Adult Health and Illness II
4 credits
A continuation of NUR 625 in which graduate students explore the needs and responses of diverse healthy and ill adults during preceptored clinical practica and seminars. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. Students investigate the characteristics and functions of the clinical nurse specialist role in relation to clinical problems. Practica are structured according to the needs of graduate students. The seminars provide a forum for discussion of various roles and clinical issues of advanced nursing practice in clinical nurse specialist roles in diverse settings. The practica and seminars enable students to expand knowledge, skills, and attitudes relevant to culturally competent advanced nursing practice for diverse clients. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are integrated.
Prerequisite: NUR 625
Co-requisite: NUR 621

NUR 660
Primary Care of Adults I
3 credits
This course focuses on primary care health concerns of diverse adult clients and develops the advanced practice nursing role reflecting evidence-based practice. Using national health care guidelines and professional standards, students evaluate health behaviors and implement culturally competent strategies for health promotion and disease prevention. Health maintenance and health restoration principles are explored in light of the traditional and contemporary managed care environments especially for vulnerable and underserved populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.
Prerequisites: Core, NUR 616, NUR 617, NUR 618
Co-requisite: NUR 665

NUR 661
Primary Care of Adults II
3 credits
This course focuses on the theories, principles, and processes necessary to diagnose and manage primary care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention and health restoration in the context of traditional and contemporary managed care environments especially for vulnerable and underserved clients. Legal, ethical, financial and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.
Prerequisite: NUR 660
Co-requisite: NUR 666

NUR 665
Field Study in Primary Care of Adults I
4 credits
This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages especially those from vulnerable and underserved populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the role of the nurse practitioner within the health care delivery system. Students integrate research based knowledge of health assessment, health promotion and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Case presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness.
Co-requisite: NUR 660

NUR 666
Field Study in Primary Care of Adults II
4 credits
This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities through integration of theory and principles of nursing and other related fields and preceptored clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease in diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness.
Prerequisite: NUR 665
Co-requisite: NUR 661

Family Health Track

NUR 615
Family Health Nursing
3 credits
This course explores theoretical perspectives on the family system and analysis of factors influencing family health, especially those of vulnerable and underserved populations. Students examine the life cycle of the family, including transitions of child bearing, the prenatal period, childrearing, and bereavement. Health promotion interventions are proposed for families with chronically ill and acutely ill members. Family responses to and coping mechanisms associated with acute and chronic illness are scrutinized. Students apply family theory as enacted by the advanced practice nurse in diverse community settings. Family assessment strategies are introduced as they relate to family nursing interventions. Principles of cultural competence and leadership/change agency are explored.

NUR 616
Assessment of the Adult in Health and Illness
3 credits
This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and related sciences to analyze clinical problems and provide safe competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.
Prerequisites: Core, NUR 617, NUR 618

NUR 617
Pharmacology
3 credits
This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.
Prerequisite: NUR 618

NUR 618
Pathophysiology
3 credits
This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.
Prerequisite: Core

NUR 636
Primary Care of Families: Women and Children
6 credits
This course presents the principles of primary care emphasizing health promotion and disease prevention for the child from birth through adolescence and woman's health care both pregnant and non pregnant. Pathophysiological alterations, developmental stages, family, culture and societal influences are addressed and the primary care management of the health problems of women and children are emphasized. Students increase clinical reasoning skills to manage minor and chronic illnesses as well as meet the health promotion needs of individuals and families in ambulatory care settings. Specific emphasis will be placed on the objectives from Healthy People 2010 for women and children services especially as they relate to vulnerable and underserved populations. This course meets the standards of care and professional performance as published in the Scope and Standards of Advanced Practice Registered Nursing (ANA, 1996).
Prerequisites: NUR 661, NUR 666

NUR 660
Primary Care of Adults I
3 credits
This course focuses on primary care health concerns of diverse adult clients and develops the advanced practice nursing role reflecting evidence-based practice. Using national health care guidelines and professional standards, students evaluate health behaviors and implement culturally competent strategies for health promotion and disease prevention. Health maintenance and health restoration principles are explored in light of the traditional and contemporary managed care environments especially for vulnerable and underserved populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.
Prerequisites: Core, NUR 616, NUR 617, NUR 618
Co-requisite: NUR 665

NUR 661
Primary Care of Adults II
3 credits
This course focuses on the theories, principles, and processes necessary to diagnose and manage primary care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention and health restoration in the context of traditional and contemporary managed care environments especially for vulnerable and underserved clients. Legal, ethical, financial and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.
Prerequisite: NUR 660
Co-requisite: NUR 666

NUR 665
Field Study in Primary Care of Adults I
4 credits

This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages especially those from vulnerable and underserved populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the role of the nurse practitioner within the health care delivery system. Students integrate research based knowledge of health assessment, health promotion and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Case presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness.
Co-requisite: NUR 660

NUR 666
Field Study in Primary Care of Adults II
4 credits

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities through integration of theory and principles of nursing and other related fields and preceptored clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease in diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness.
Prerequisite: NUR 665
Co-requisite: NUR 661

Nursing Anesthesia

NUR 616
Assessment of the Adult in Health and Illness
3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and related sciences to analyze clinical problems and provide safe competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.
Prerequisite: NUR 617 or Special Permission

NUR 617
Pharmacology
3 credits

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.
Prerequisite: NUR 618, Core or Special Permission

NUR 618
Pathophysiology
3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.
Prerequisites: Core or Special Permission

NUR 681
Orientation to Study and Practice of Anesthesia
4 credits

A general orientation offered for the beginning student in anesthesia. This course includes topics in department management and policies, substance abuse, stress, psychology, the history of anesthesia equipment, monitoring equipment, anesthesia records, care plans and a broadfield orientation to principles of anesthesia administration.

NUR 682
Anatomy, Physiology and Pathophysiology I
4 credits

The course is divided in five segments:

The Cell – This course segment is designed to provide the student with a detailed study of the organization of the body at the cellular and tissue level. Emphasis is placed on: a) functional organization; b) homeostatic mechanisms; c) control systems; d) metabolism; e) genetic control; and f) cellular structure and function. Smooth and skeletal anatomy, as well as transport mechanisms are covered.

Respiratory I – This course segment presents an in-depth view of respiratory anatomy, physiology, respiratory reflexes, lung volumes, respiratory sounds, rates and types. Ventilators use and safety is stressed. Control of ventilation, oxygen and carbon dioxide transport, pulmonary diffusion and circulation are reviewed, along with ventilation perfusion abnormalities and pulmonary disease states. Endotracheal intubation using basic and advanced technique is also covered.

Cardiovascular Anatomy and Physiology – This course segment gives the student an introduction to the anatomy, physiology and pathophysiology of the cardiovascular system. An introduction to monitoring modalities, cardiovascular pharmacology and anesthetic agents and their effects on the cardiovascular pharmacology and anesthetic agents and their effects on the cardiovascular system are presented. A review of the electrophysiological system of the heart is also presented.

The Liver – This course segment presents a detailed review of the anatomy and physiology of the hepatic system. Pathophysiologic disease states are presented with a focus on their anesthetic implications. The role of the liver in the

metabolism of anesthetic agents is also presented.

Autonomie Nervous System – This course segment reviews both the sympathetic and parasympathetic division of the nervous systems. The impact of anesthetic agents and their pharmacologic effects on the autonomic nervous system are also reviewed.

NUR 683
Pharmacology I
2 credits
An introductory course to the pharmacology of inhalational and intravenous anesthetic agents are presented. The pharmacodynamic and pharmacokinetic principles of anesthetic agents are reviewed.

NUR 684
Physics and Chemistry I
2 credits
This course introduces the student to the principles of inorganic chemistry that are applicable to anesthetic management. The gas laws, the physics of the anesthesia machine, electrical and environmental safety topics are reviewed. Further review of the base principles are also presented during the course.

NUR 685
Pharmacology II
3 credits
Local anesthetics and their effectiveness of use, intravenous and inhalational anesthetic agents are presented and reviewed in detail. Drug classification, mechanism of action, dosage and administration are presented for all local anesthetics, intravenous anesthetics and inhalational anesthetics utilized in anesthesia practice.

NUR 686
Anatomy Physiology and Pathophysiology II
4 credits
Cardiovaseular II – The anatomy, physiology and pathophysiology of the cardiovascular system are reviewed in detail. Emphasis on disease entities and their treatment are presented during this lecture series. This course further reviews invasive monitoring, appropriateness of use, and the interpretation from these monitoring modalities. This course is correlated with the students' Open Heart Rotation at Temple University Hospital.

Endoerine – An in-depth study of the anatomy, physiology and pathophysiology of the endocrine system is reviewed. The effect of anesthetic agents on the endocrine system and its impact on anesthesia are presented.

Excretory System – This course segment gives the student an in-depth review of the anatomy, physiology and pathophysiology of the execretory system. Emphasis is placed on the physiology of urine formation, principles of the body's buffering system and the effect of anesthetics on the renal system.

Respiratory II – This course segment builds on the anatomy, physiology and pathophysiology from Respiratory I. Individual respiratory presentations are incorporated into the conclusion of this course. This course is offered in conjunction with the students' 40-hour clinical respiratory rotation. Guest speakers from Respiratory Therapy and Pulmonary Medicine enhance this portion of the curriculum.

Central Nervous System – An in-depth presentation of the central and peripheral nervous systems is presented. The anatomy, physiology and pathophysiology of the nervous system is reviewed for the pharmacology of anesthetic agents and their impact on the nervous system.

NUR 687
Chemistry and Physics II
2 credits
A continuation of the study of chemistry and physics is presented. Organic chemistry and its relation to anesthesia is also reviewed.

NUR 688
Advanced Principles of Practice
4 credits
An in-depth study of anesthesia for the following surgical procedures and practices: Pediatrics, Obstetrics, Cardiothoracic, Geriatric, Neuro, Trauma and burns, Orthopedic, ENT (Plastic and Eyes), Out-Patient Anesthesia, Genito-urinary, Gastrointestinal, Laser, Laparoscopy, Pain Management, Uncommon Diseases, and Hematologic Disorders.

NUR 689
Professional Aspeets
2 credits
This course has been designed to help the students make a smooth transition from student nurse anesthetist to that of a graduate nurse anesthetist practitioner. The following items are presented: Resume writing, the interview, healthcare and benefit packages, variety of work settings, standards of nurse anesthesia practice.

Public Health Track

NUR 635
Health Policy and Program Planning & Evaluation
3 credits
This seminar course introduces students to health policy, program planning, and evaluation in the public health context especially as they related to vulnerable and underserved populations. Special emphasis is placed on students' strengthening and developing their skills in policy formulation and implementation. The social, economic, legal, ethical, cultural and political environments that influence public policy, planning, and evaluation are explored. Students acquire familiarity with strategies for health planning and evaluation through selected applied learning activities.
Prerequisites: Core, HCA 731 or MBA 610

NUR 637
Epidemiology
3 credits
Epidemiology is concerned with analyzing and describing patterns and determinants of health and disease in human populations. The principles and methods of epidemiology provide knowledge of the evolution of health and disease processes, the foundation for preventive health practices, and the basis for rational health policy decisions. Population-based data collection methods and analyses of health data and their relationship to the utilization of health services are emphasized.

Application of epidemiological methods to communicable and chronic diseases is discussed especially as they relate to systematic health care interventions.

NUR 650
Public Health Nursing I
3 credits
This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Health behaviors and change strategies will be discussed as the bases for effective public health interventions. A variety of community assessment models from nursing, public health, public policy, and the social sciences will be examined. Current writings from the humanities provide an opportunity to apply and critique assessment models. Content includes the scope and standards of practice for public health nursing and exploration of significant public health problems.
Prerequisites: Core, NUR 635, NUR 637, HCA 731 or MBA 610
Co-requisite: NUR 655

NUR 651
Public Health Nursing II
3 credits
This is the second of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Emphasis is placed on intervention and evaluation strategies. Content includes public health services models that support primary, secondary, and tertiary health care initiatives both in traditional and non-traditional settings. Financial, ethical, cultural, and political factors in aggregate interventions are explored. Models for intervention and evaluation from nursing and other disciplines are analyzed for their utility in advanced practice nursing. Popular works of non-fiction are used to highlight the benefits and limitations of theoretical models in public health nursing. The synthesis of ideas, models, and research from a variety of sources are emphasized as a critical component of public health nursing.

NUR 655
Field Study in Public Health Nursing I
4 credits
This seminar and preceptored practicum course integrates theory, practice and applied research. Through seminars and clinical applications, students develop the initial phases of a community health project with targeted populations. Emphasis is placed on leadership roles that optimize the health of families, groups, and communities through an assessment of the health status of an aggregate or community and a proposed plan of action based on priority needs and resources of the target population. The final phases of this project (implementation, evaluation and recommendations) will be completed in the Spring Semester (Nursing 656). The course builds on public health principles and culturally competent interventions engaging at-risk urban populations. Healthy People 2010 guides the student's advanced practice opportunities through collaborative, multidisciplinary, client oriented work in community settings.
Prerequisites: NUR 635, NUR 637, HCA 731 or MBA 610
Co-requisite: NUR 650

NUR 656
Field Study in Public Health Nursing II
4 credits
This seminar and preceptored practice course further integrates theory, practice and program evaluation perspectives into advanced practice public health nursing. The course supports the implementation and evaluation phases of the student's ongoing public health project/practicum. Emphasis is placed on expanding professional and community roles, responsibilities and requisite skills to sustain and promote population-focused health within the framework of Healthy People 2010. The course focuses on culturally competent public health nursing interventions and leadership opportunities in diverse urban settings. Innovative health communication, education and outreach strategies addressing public health needs in the 21st century are essential components of the course.
Prerequisites: NUR 650, NUR 655
Co-requisite: NUR 651

HCA 731
Strategic Management of Health Care Organizations
3 credits
Provides an analysis of the various sectors of the health care industry including acute care, ambulatory care, long term, and the pharmaceutical industry using a strategic management framework. Issues related to competitive analysis, strategy formulation and implementation of strategic decisions are examined through a case analysis approach.
(MBA 610 may be taken instead of HCA 731)

MBA 610
Business Economics
3 credits
This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called microeconomics, focuses on how individual decision makers behave and interact in markets, and how their interaction governs the allocation of resources and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision makers, particularly households, firms and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as measured by such variables as total output, the general price level and the rate of economic growth. These two approaches are complementary, illuminating different aspects of economic behavior.

MSN/MBA Track

NUR 640
Nursing Management/Administration I: The Content and Context of Nursing Administration
3 credits
This course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Students examine theories and principles regarding management of organizational systems within diverse health care settings. Delivery of nursing care and services in relation to structure, process and outcomes within small and large organizational systems is emphasized.

Organizational design, administrative processes, and measurement of organizational effectiveness within nursing systems are emphasized. The professional, research, managerial, leadership, and change agency aspects of the nurse administrator role are explored in relation to the practice of nursing administration.
Prerequisites: Core, MBA Foundation, MBA Executive Perspectives.

NUR 645
Field Study in Nursing Management/Administration I
4 credits
This is the first of two preceptored field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health care settings in order to positively influence the quality of patient care. With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Trends, ethics, standards, and research in the area of nursing management are also examined. Emphasis is placed on the student's articulation of the philosophical and theoretical basis of the Practicum issues and on the development, refinement and evaluation of effective management strategies. Clinical practica are structured according to the individual student's knowledge and skill needs.
Prerequisite: MBA Core, MBA foundation, MBA Executive Perspectives
Co-requisite: NUR 640

NUR 646
Field Study in Nursing Management/Administration II
4 credits
In this preceptored field experience, students select opportunities to participate in strategic and financial management operations in a variety of settings. Seminars examine the impact of prospective payment, managed care, and uncompensated care on health care organizations and nursing systems especially those serving vulnerable and underserved populations. Students explore intrapreneurial and entrepreneurial roles of nursing administrators.
Seminars provide students with the opportunity to share and process weekly practicum experiences and to receive feedback from students and faculty colleagues. Students articulate the philosophical and theoretical basis of practicum issues and the development, refinement, and evaluation of effective management strategies to effect positive changes in patient care delivery systems. Students are encouraged to seek practica in alternative care delivery sites such as, but not limited to, Health Maintenance Organizations (HMOs), primary care health centers, assisted living centers, nursing homes, and hospitals and with diverse client populations, especially the vulnerable and underserved.
Prerequisite: NUR 645

Required MBA Courses Previously Listed and Described Elsewhere

Nursing Certificates

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. For more information on any of the listed programs, contact La Salle's School of Nursing at 215-951-1430.

School Nurse Certificate
The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school aged children and adolescents. School nurses provide preventive health teaching and manage primary health care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees to prepare for and receive initial certification as school nurses.

Wound, Ostomy, and Continence Nursing Education Program
Through the School of Nursing's Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with addominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

Clinical Research Operations Certificate Program
This four-course program readies baccalaureate-prepared health care professionals, including registered nurses and pharmacists, for employment opportunities in the pharmaceutical industry in relation to clinical trials. The professionals who complete the certificate program will become an integral part of the research and development process of new drugs, biologicals, and medical devices in the pharmaceutical and biotechnical industries as well as the academic health centers supporting clinical investigations.

Certificate in Nursing Informatics
This six-course program provides nurses with advanced skills in the methods and technologies of information management in nursing and health care. Baccalaureate educated registered nurses are instructed in data processing and management, programming and problem solving. Systems designs and ethico-legal and social issues in computerized information management are examined.

Post-Master's Certificate Options are also available in several MSN tracks: Clinical Nurse Specialist – Adult Health and Illness, Nurse Anesthesia, Nurse Practitioner – Primary Care of Adults, and Nurse Practitioner – Primary Care of Families. For more information, contact the School of Nursing at 215-951-1430.

Speech-Language-Hearing Science

Director
Barbara J. Amster, Ph.D., CCC-SLP
Faculty
Assistant Professors: Klein

Description of Program

La Salle University's Speech-Language-Hearing Science Program is offering a Master of Science degree for students who have an undergraduate degree in speech-language pathology, audiology or speech-language-hearing science. In addition, those students with an undergraduate degree in a related field can pursue the masters degree after completing prerequisite courses.

Speech-language pathologists care for patients of all ages with communication disorders. Speech-language pathologists assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders.

The program is designed to accommodate the working professional

Accreditation

La Salle University's Speech-Language-Hearing Science Program has been awarded Candidacy Status from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The award of Candidacy indicates that the curriculum is sufficient to allow a graduate of that program to meet the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) Standards. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of course work and practicum, a supervised Clinical Fellowship Year (CFY), and passing a national examination. Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in 44 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards. Students who initiate and complete a master's degree while a program is in candidacy, will be eligible for the Certificate of Clinical Competence. For more information about the importance of certification, please contact the American Speech-Language-Hearing Association at 1-800-498-2071 or www.asha.org/membership/certification

Clinical Experiences

An important part of the graduate program is the clinical education at various practicum sites. As part of La Salle's School of Nursing, the Speech-Language-Hearing Science Program has established strong ties with a number of educational and health care facilities in the greater Philadelphia area for clinical practicum affiliations.

Admission

To be considered for admission into the program, a student must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree in Speech-Language- Hearing Science or the equivalent from an accredited institution of higher education

2. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.

3. Two letters of reference. At least one reference must be an academic reference.

4   A statement of career plans and qualifications

5. The application for admission, accompanied by the stipulated application fee payable to La Salle University

The chair of the admissions committee evaluates graduate applications to determine whether the applicant has met all prerequisites. If the student has not met these requirements (equivalent course title and description at the undergraduate institution) the student is required to meet these requirements upon entering the MS program. In certain situations, students may complete the necessary prerequisites simultaneously with graduate study. Students must fulfill prerequisite requirements prior to obtaining the master's degree.

The Admissions Committee considers each applicant's accomplishments, experiences and personal qualities as reflected in his/her personal statement and letters of recommendation. Special consideration may be made on the basis of having successfully completed substantial graduate coursework in a related discipline, or noteworthy contributions to the field. A personal interview may be required. We invite applications from all students with a strong commitment to excellence in caring for those with communication disorders.

The Application for Admission may be obtained by contacting:
Dr. Barbara Amster, Director
Speech-Language-Hearing Science
La Salle University
Philadelphia, PA 19141
215/951-1986
amster@lasalle.edu

Tuition and Fees 2001-2002

Application Fee..$35
Tuition (per credit)...................................$550
General University Fee (per semester).. ....$75
Late Registration Administrative Fee............$50

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

The following is presented as a model for progression through the Master of Science program. Individual plans for progression will be determined for each student in consultation with the Program Director.

Model Curriculum

The model curriculum contains 42 credits, which includes clinical practicum requirements, a research component and successful completion of the Master's Comprehensive Examination if SLH 640 is not elected.

Students are responsible for making sure that they follow ASHA guidelines for course selection. Selection of courses is made with an advisor and includes undergraduate transcript review. If students have deficiencies in undergraduate prerequisites, in accordance with ASHA guidelines, these courses must be completed.

Core: Required for all students

SLH 502 Introduction to Aural Habilation/Rehabilitation

SLH 503 Speech Sound Learning and the Modification of Articulation

SLH 511 Fluency and Stuttering

SLH 512 Language Disorders in Children

SLH 513 Acquired Language Disorders

SLH 514 Motor Speech Disorders

SLH 515 Voice Disorders

SLH 516/616 Clinical Practicum in Speech-Language Pathology

SLH 517 Clinical Practicum in Audiology

SLH 518 Research Design in Communication Disorders

SLH 520 Dysphagia

SLH 635. Integrative Seminar in Clinical Research Application

Two electives:

SLH 519

SLH 526

SLH 527

SLH 528

SLH 530

SLH 531

SLH 537

SLH 538

SLH 611

SLH 613

SLH 640

Course Descriptions

SLH 502
Introduction to Aural Habilation/Rehabilitation
3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated. Prerequisite: SLH 211, 304 or permission of instructor.

SLH 503
Speech Sound Learning and the Modification of Articulation
3 credits
This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation.

SLH 511
Fluency and Stuttering
3 credits
This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

SLH 512
Language Disorders in Children
3 credits
This course offers a theoretical approach to childhood language disorders within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications are emphasized through case study presentations and diagnostic information including language sample analysis. Remediation and clinical management are explored.

SLH 513
Acquired Language Disorders
3 credits
Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and/or related disorders are examined in adults and children. Evaluation and prognosis for recovery are reviewed.

SLH 514
Motor Speech Disorders
3 credits
This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology,

symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized.

SLH 515
Voice Disorders
3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed.

SLH 515/616
Clinical Practicum in Speech Language Hearing
1 o 6 credits

Supervised clinical experience focuses on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. SLH 516/616 sequentially build on each other and will take place in an affiliated hospital, clinic, rehabilitation facility, school or other appropriate setting under the supervision of a certified speech-language pathologist. Prerequisite: 25 hours of approved clinical observation. Students may repeat this course sequence for up to 6 credit hours.

SLH 517
Clinical Practicum in Audiology
1 to 2 credits

This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized. Prerequisite: SLH 304 or permission of instructor.

SLH 518
Research Design in Communication Disorders
3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature reviews and purposes, methods, and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analysis, and the use of computers in data analysis are emphasized.

SLH 519
Cleft Palate and Other Maxillofacial Disorders
3 credits***

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, surgical repair, diagnosis, and treatment of related speech/language disorders.

SLH 520
Dysphagia: Diagnosis and Treatment of Swallowing Disorders
3 credits

The course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral feeding are discussed.

SLH 526
Alternative and Augmentative Communication
3 credits***

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, development and use of computer-assisted communication strategies are surveyed.

SLH 527
Language Intervention: Early Stages
3 credits***

Principles of language intervention for children who are functioning at or below preschool levels are explored. The course emphasizes condition that place infants and toddlers at risk for speech and language disorders, such as drug and alcohol exposure, prematurity, abuse and neglect, and chromosomal abnormalities. Communication assessment and intervention procedures within various models of service delivery are explored.

SLH 528
Language Intervention: Later Stages
3 credits***

Principles of language intervention for children and adolescents with language disorders who are functioning above preschool levels are examined. The relationship of language and learning is explored with emphasis on phonological awareness and narrative skills. The relationship of language learning and reading is presented.

SLH 530
Special Topics in Communication Disorders
3 credits***

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

SLH 531
Seminar in Communication Disorders
3 credits***

Various topics in human communication disorders are explored. Students may re-enroll for a maximum of 12 credits.

SLH 537
Geriatric Communication Disorders
3 credits***

Speech, hearing, language and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

SLH 538
Atypical Language Development and Disorders
3 credits***
This course addresses the language learning problems associated with special populations of children, such as: specific language impaired, mentally retarded, autistic, and hearing impaired from theoretical and practical perspectives. Emphasis is placed on the application of current theories and research to therapeutic intervention.

SLH 611
Fluency and Stuttering
3 credits ***
This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life. Prerequisite: SLH 511 or permission of instructor.

SLH 613
Aquired Language Disorders II
3 credits***
The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing; evaluation of diagnostic testing procedures and current approaches to treatment. Prerequisite: SLH 513 or permission of instructor.

SLH 635
3 credits
In this course speech-language pathology students survey and discuss clinical research applications. They select a clinical research application project and enlist the support of a mentor in their discipline. A literature review on the clinical problem is completed. Students design and refine their project into a clinical research proposal. Clinical implications of possible outcomes are discussed. Prerequisite: SLH 518 and permission of program director.

SLH 640
Thesis Research in Communication Disorders ***
3 credits
This course is a continuation of SLH 635 for those students who chose to carry out their research proposal from SLH 635 with descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination. Prerequisite: SLH 635 and permission of faculty member and program director. Students may re-register for this course until completion of thesis.

*** SLH elective

Doctor of Psychology in Clinical Psychology

Program Director
Frank L. Gardner, Ph.D.

Director of Clinical Training
Kevin Riley, Ph.D.

Faculty
Professors: Burke, Rooney
Associate Professors: Alexander, Armstrong, Collins, Falcone, Filicetti, Gardner, Smith, Watson
Assistant Professors., Halpern, Shahinfar, Walker
Core Adjuncts:Combs, Conway, Dematatis, Donahue,Fina, Loving, Lomauro, Stookey

Description of Program

The Doctor of Psychology Program (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field and for those working professionals and others who hold a master's degree in a mental health discipline. It is a full time program that has been designed in its structure to accommodate working professionals with late afternoon and early evening classes. The Program follows the practitioner-scholar model of training clinical psychologists, and as such, an intensive integration of theory and practice is stressed throughout the entire course of study.

The program requires the completion of a two year practicum progression and a full year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology.

The program emphasizes those approaches to the practice of clinical psychology that have demonstrated empirical support and acknowledge and incorporate issues of human diversity throughout the curriculum. The program offers two areas of concentrated study for students with particular career interests:
1. Clinical-Child and Family Psychology

2. Rehabilitation-Neuropsychology.

Admission Requirements

The program is seeking applicants who have the academic, personal and professional qualifications that would make them outstanding prospects toward becoming ethically sensitive, well-informed and highly competent practitioners.

They should possess high academic aptitude and a demonstrable pattern of interest and personal qualifications that would enable them to function effectively in working with problems of individuals, families and social systems. Applicants with a bachelor's degree and excellent undergraduate credentials or a master's degree in psychology or a related mental-health discipline will be given full consideration.

To be accepted into the program, the following documentation is required:

• Evidence of an earned baccalaureate degree from an accredited institution with a major in psychology or a related discipline. Those entering with a B.A. must have

a grade-point-average of 3.0 on a 4.0 scale; those with an M.A., a 3.2. The record should show the completion of 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Statistics, Methodology and Tests and Measurements (Students lacking these required courses may be asked to complete them prior to matriculation).

• Acceptable scores on the Graduate Record Examination. Those entering with a bachelor's degree must also submit the Graduate Record Examination Advanced Psychology scores.

• Three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant.

• A statement of interest and intent indicating the applicant's reasons for applying to the Psy.D. program.

• The Application for Admission form, accompanied by the stipulated fee payable to La Salle University.

• Foreign students must present an acceptable TOEFL score.

• A personal interview will be required for all finalists.

The Application for Admission may be obtained by contacting:
Doctor of Psychology Program, Box 842
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1350
Fax: 215/951-1351
E-mail: psyd@lasalle.edu

Transfer Credit

Students who have completed graduate work or a master's degree may be eligible to receive credit for previous graduate work. Credit may be awarded for previous course-work that meets the Program's equivalency criteria with regard to course content and competency level. Decisions in this regard will be made on a case by case basis.

Tuition and Fees 2001-2002

Application Fee...$40
Tuition - (per credit) all levels.........................$600
General University Fee (per semester)...............$75
Late Registration Administrative Fee.................$50

Tuition Assistance

A limited amount of scholarship funding and need-based, tuition reduction funding is available. Consult the Director of the Psy.D. Program for details.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951- 1070.

Degree Requirements

Upon satisfactory evaluation by the faculty (SPEC*), the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 114 graduate credits of course work as designated
2. One year of full time residency
3. The Comprehensive Examination, Parts 1, 2, and 3 (See Student Handbook for details)
4. Successful completion of the Practicum Progression
5. Successful completion of the Clinical Internship
6. The Clinical Dissertation

•* SPEC is an acronym for *Student Progress Evaluation Committee*, a standing faculty committee that meets periodically to review student progress.

Progression Through the Program

In its entirety, the program is 114 graduate credits, 72 credits of required courses shared by all students, 15 advanced/concentration courses (including 3-6 elective credits), 12 practicum credits, 6 dissertation credits and 9 clinical internship credits.

From a solid foundation in the basic competencies in clinical psychology, the program offers two concentrations : Clincal-Child and Family Psychology; and Rehabilitation-Neuropsychology. In each concentration area, the student is first provided with the essential foundation material upon which clinical practice is based, and then moves to sequential instruction and training in a range of assessment and intervention modes specific to the particular concentration. Students choosing to follow one of these concentrated areas of study will complete their Doctoral Practicum II in a site appropriate for their concentration and will complete their Clinical Dissertation in their chosen concentration.

The program requires the completion of a **practicum** progression and a full year clinical **internship** (see *Psy.D. Student Handbook* for details).

Candidacy: To qualify for doctoral candidacy, the student must earn a passing score on the **Foundations Examination**. Given at the completion of the first level (year) of study (See Student Handbook for details). Once in candidacy, the student is eligible

to undertake the **Clinical Dissertation** To do so, he or she must be enrolled in the Clinical Dissertation Seminar(PSY 772)and have chosen a Dissertation advisor. The Clinical Dissertation - is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing research toward addressing a clinically relevant psychological issue. Once the student is in candidacy and has completed the Statistics (PSY 770) and Methods (PSY 771) courses, he/she may select a committee and undertake the project.

Psy.D Courses Required of All Students
(72HRS)

PSY 700 (3) Psychotherapy I: Individual Approaches

PSY 701 (3) Biological Bases of Behavior

PSY 703* (3) Human Behavior IV: Social Bases

PSY 704 (3) Psychopathology I: Adult Psychopathology

PSY 705 (3) Psychotherapy II: Group and Systematic Approaches

PSY 706 (3) Psychotherapy Lab

PSY 707 (3) Psychopathology II: Child and Adolescent Psychotherapy

PSY 708 (3) Human Behavior I: Developmental Bases

PSY 709 (3) Psychological Assessment I: Cognitive Assessment

PSY 710 (3) Psychological Assessment IV: Integrative Battery

PSY 711 (3) Issues in Human Diversity

PSY 713 (3) Human Behavior II: Cognitive Psychology

PSY 714 (3) Human Behavior III: Personality and Individual Differences

PSY 724 (3) History and Systems of Psychology

PSY 730 (3) Psychological Assessment II: Personality and Behavioral Assessment - Objective Approaches

PSY 731 (3) Psychological Assessment III: Personality Assessment-Projective Approaches

PSY 750 (3) Psychopharmacology

PSY 770 (3) Research Methods I: Statistics and Measurement

PSY 771 (3) Research Methods II: Methodology

PSY 784 (3) Consultation and Education

PSY 785 (3) Introduction to Professional Practice, Ethics and Conduct

PSY 786 (3) Advanced Issues in Assessment and Treatment of Diverse Populations

PSY 787 (3) Supervision and Management

PSY 792 (3) Professional Ethics

Advanced Clinical/Concentration Courses
(15 Hrs)

For Students not selecting a concentration

PSY 740 (3) Advanced Cognitive Behavior Therapy: Theory and Application

PSY 741 (3) Advanced. Seminar in Psychotherapy and Clinical Practices

PSY 702 (3) Process of Change and the Therapeutic Experience

Clinical Elective (3)

Clinical Elective (3)

Clinical-Child and Family Psychology

PSY 760 (3) Family Therapy Seminar I: Models and Utility

PSY 762 (3) Family Therapy Seminar II: Contemporary Issues

PSY 765 (3) Child and Adolescent Psychotherapy

PSY 719 (3) Psychological Assessment of Children and Adolescents

Clinical-Child and Family Psychology Elective (3)

Rehabilitation/Neuropsychology

PSY 742 (3) Principles of Rehabilitation Psychology

PSY 757 (3) Neuropsychological Assessment I

PSY 758 (3) Neuropsychological Assessment II

PSY 751 (3) Clinical Health Psychology

Rehabilitation-Neuropsychology Elective (3)

Doctoral Practicum (12 HRS)

PSY 785 (6) Doctoral Practicum I/Practicum Seminar I

PSY 788 (6) Doctoral Practicum II/Practicum Seminar II

Clinical Dissertation

PSY 772 (6) Clinical Dissertation Seminar

Clinical Internship

PSY 800 (9) Clinical Internship

Course Descriptions

PSY 700
Psychotherapy I: Individual Approaches
3 credits
A first course in psychotherapy designed to provide the student with an understanding of the therapeutic knowledge and skills required to provide effective service to individuals. While students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, particular attention will be given to cognitive-behavioral and other empirically supported models of psychotherapy.

PSY 701
Biological Bases of Behavior
3 credits
An examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. Demonstrations and laboratory exercises will be included. The course will examine basic aspects of functional neuro-anatomy and brain-behavior relationships. Models of mind, consciousness and cortical functioning will be explored.

PSY 702
Process of Change - The Therapeutic Experience
3 credits
An advanced clinical skills course that examines psychotherapy as a change agent. The focus will be on the client-therapist interaction and how change is experienced and promoted in that context. It will consider the process of spiritual change and its impact on the process.

PSY 703
Human Behavior III: Social Bases
3 credits
An examination of the theories and research in Social Psychology with particular reference to multi-cultural issues and their relevance to mental health models and psychological practice.

PSY 704
Psychopathology I: Adult Psychopathology
3 credits
This course will explore the major categories of adult psychological disorders. Theory and research regarding etiology, symptomatology, diagnosis, prevention and treatment will be examined in detail. Students will receive an introduction to the use of the DSM and other classification systems

PSY 705
Psychotherapy II: Group and Systemic Approaches
3 credits
A continuation of PSY 700 with the focus being on those intervention models and techniques appropriate for working with groups, couples and families. While students will be exposed to a wide variety of intervention approaches seen in contemporary clinical practice, the course will emphasize those models having demonstrated empirical support.
Prerequisite: PSY 700

PSY 706
Psychotherapy Laboratory
3 credits
A laboratory course designed to develop basic interviewing and intervention skills essential to establishing an effective therapeutic relationship and promoting behavioral change.

PSY 707
Psychopathology II: Child and Adolescent
Psychopathology 3 credits
A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomotology, diagnosis, prevention, treatment and impact on systems over the lifespan will be discussed. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence.
Prerequisite: PSY 704

PSY 708
Human Behavior: I: Developmental Bases
3 credits
The processes and stages of human development. will be carefully explored. Theory and research relating to separation, individuation and integration in the life patterns of individuals, couples and families will be studied within the context of major psychological theories of personality and learning.

PSY 709
Psychological Assessment I- Cognitive Assessment
3 credits
This course provides students with basic competencies in the selection, administration, scoring and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology.
Corequisite: PSY 770

PSY 710
Psychological Assessment IV: Integrative Assessment Battery
3 credits
This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross validating psychological assessment results with interview and other available data.Prerequisites: PSY 709, 730 and 731

PSY 711
Issues of Human Diversity
3 credits
A study of the impact and implications of ethnic, gender and class issues on the functioning of individuals and relationships, as well as on the theories and practice of psychotherapy. Major ethnic, gender and class critiques will be reviewed and evaluated for their applicability.

PSY 712
Advanced Group Processes
3 credits
A clinical skills course that addresses advanced issues in group psychotherapy. Active participation in an on-going group illustrates the dynamics of groups and the acquisition of skills needed to assist in the resolution of behavioral problems in this intervention format.
Prerequisite: PSY 700, 705 and 706

PSY 713
Human Behavior II: Cognitive Psychology
3 credits
The empirical and theoretical foundations of present understanding of cognitive psychology including memory, language, and emotion along with its integration in contemporary social learning theory.

PSY 714
Human Behavior III: Personality and Individual Differences
3 credits
Present understanding of the development of human personality. r. The focus in this course will be an in-depth exploration of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to application of theories and research in counseling and psychotherapy will be discussed.

PSY 719
Psychological Assessment of Children and Adolescents
3 credits
This is a hands-on course in which the student will learn to engage in psychological assessment with children and adolescents. The student will be given training in the selection, administration, scoring and interpretation of a variety of measures appropriate to children, and adolescents and then learn procedures for effectively utilizing these measures directly with the individual assessed, family, school and other significant elements of the child's world. The facilities of the Family Study Clinic will be used for this course.
Prerequisite PSY 709, 730, 731

PSY 724
History and Systems in Psychology
3 credits
This course undertakes an examination of the roots of psychology in ancient and modern philosophy, its beginnings in 19th century science and its development from early schools and national identities to its contemporary characteristics.

PSY 730
Psychological Assessment II: Personality and Behavioral Assessment - Objective Methods
3 credits
This course will focus on theory, and practice of personality and behavioral assessment. The student will be given training in the administration, scoring and interpretation of several of the more widely used personality assessment instruments (MMPI-II, Millon, BDI, BDA, etc..). Ethical and cultural issues related to this approach to assessment will also be highlighted.
Prerequisite: PSY 709

PSY 731
Psychological Assessment III: Personality Assessment - Projective Methods
3 credits
A second course in the theory and practice of personality assessment,will focus on the theory and administration, scoring, interpretation and clinical uses of major projective techniques with an emphasis on the Rorschach.
Prerequisite: PSY 709 and 730.

PSY 740
Advanced Cognitive Behavior Therapy - Theory and Application
3 credits
An advanced course in the theory and techniques of contemporary Cognitive Behavior Therapy. An in-depth

exploration and discussion of rationalist and constructivist approaches to Cognitive-Behavior Therapy will be the prime focus of this course. Clinical material will be used for examining the therapeutic processes involved and to help the student develop a methodical style of practice. Emphasis will be placed upon how theory research and assessment are employed in selecting techniques and making effective intervention decisions.
Prerequisite: PSY 700

PSY 741
Advanced Seminar in Psychotherapy and Clinical Practice
3 credits

This is an advanced seminar exploring issues in psychotherapy and the contemporary practice of clinical psychology. Focal topics will be announced and resource-speakers with expertise in those areas will be invited to participate. Students will be assigned to each speaker and will be expected to prepare the class for each presentation. Disciplined and thorough literature reviews will be stressed.
Prerequisite: PSY 740

PSY 742
Principles of Rehabilitation Psychology
3 credits

An intensive examination of theories, methods and techniques of Rehabilitation Psychology.
Prerequisite: PSY 700 and 705

PSY 743
Clinical Hypnosis
3 credits

An introduction to direct and indirect modes of trance induction and the therapeutic utilization of hypnosis. Basic induction and utilization skills will be taught and practiced. Emphasis will be on how hypnosis is incorporated into psychological treatment.and efforts to enhance human performance. An Eriksonian approach will be highlighted.

PSY 746
Cognitive Rehabilitation
3 credits

An introduction to the basic techniques and methods of cognitive rehabilitation. The roles of emerging cognitive rehabilitation systems, including those developed for use with the personal computer and "naturalistic" cognitive rehabilitation strategies will be examined. The development of productive individualized rehabilitation plans, based upon available assessment data, will be emphasized
Prerequisite: PSY 700 and 705

PSY 747
Biofeedback Training and Self-Regulation
3 credits

An introductory course in the theory and methods of biofeedback and self-regulation training. The emphasis will be upon presenting the theoretical basis for and technology associated with the primary modalities of biofeedback and their applications to physical rehabilitation and psychotherapy. Demonstrations and hands-on-training will be used throughout.
Prerequisite: PSY 700, 701, 757, and 758

PSY 750
Psychopharmacology
3 credits

A study of how psychoactive drugs impact human behavior. Emphasis will be on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reaction of central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications will be stressed as well as management strategies.
Prerequisite: PSY 701

PSY 751
Clinical Health Psychology
3 credits

This course will provide an overview of mind-body theory and the biopsychosocial model of health and illness. A basic conceptualization and formulation of stress and related constructs will be provided, and the role of physiological, cognitive, behavioral, emotional, personality, and social/interpersonal factors in the stress-illness relationship will be explored. An introduction to stress assessment and stress management strategies will be provided.
Prerequisite: PSY 701

PSY 754
Theory, Research and Practice of Behavior Management
3 credits

The fundamental theoretical constructs, research findings and practical applications of behavioral management are addressed. The techniques of behavior modification and their applications to various clinical problems are presented and examined. Particular reference is made to the research and practical issues regarding the use of behavior management procedures in rehabilitation, with the severely mentally impaired and with children and adolescents.

PSY 757
Neuropsychology I - Fundamentals of Neuropsychological Assessment
3 credits

An introduction to neuropsychological assessment techniques. Interview based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted.
Co-requisite: PSY 701

PSY 758
Neuropsychology II - Administration and Interpretation of Comprehensive Batteries
3 credits

The role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Comprehensive batteries, including the Halstead-Reitan and the Luria-Nebraska will be employed as well as general use batteries, batteries for assessing specific disorders (e.g. dementia, CVA, etc.) and Lezak's patient oriented hypothesis testing model. Both psychometric and qualitative aspects of the assessment

process will be explored along with the selection and use of appropriate normative comparison standards.
Prerequisite: PSY 757

PSY 759
Advanced Seminar in Neuropsychology: Special Topics
3 credits

An advanced seminar examining contemporary issues in neuropsychology and neuropsychological assessment. Focal topics will be announced and resource-speakers with expertise in those areas will be invited to participate. Students will be assigned to each speaker and will be expected to prepare the class for each presentation. Disciplined and thorough literature reviews will be stressed.
Prerequisite: PSY 757 and 758

PSY 760
Family Therapy - Seminar I - Models and Utility
3 credits

The first of two seminars that will review the techniques and processes of selected traditional couples and family therapy approaches in order to examine how clinical judgments and moves are made and evaluated. Approaches with empirical support will be highlighted;discussions will include, a review of different applications and the consistency of theory and practice.
Prerequisite: PSY 700 and 705

PSY 761
Family Therapy - Seminar II - Contemporary Issues
3 credits

The second of two seminars that will review the techniques and processes of couples and family therapy approaches in order to examine how clinical judgments and moves are made and evaluated. To assess the efficacy of each approach, the research base demonstrating empirical support will be explored, a range of applications will be considered and the consistency of theory and practice determined. As an observer-participant, the student will be challenged to examine his/her own theory and style of practice throughout the class exercises.
Prerequisite: PSY 760

PSY 762
Advanced Seminar in Clinical-Child and Family Psychology
3 credits

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. Focal topics will be announced and resource speakers with expertise in those areas will be invited to participate. Students will be assigned to each speaker and will be expected to prepare the class for each presentation. Disciplined and thorough literature reviews will be stressed
Prerequisite: PSY 760

PSY 765
Child and Adolescent Psychotherapy
3 credits

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to isssues

of diversity and its impact on working with children, adolescents and their families.
Prerequisite: PSY 760

PSY 766
Psychological Issues in Separation and Divorce
3 credits

A study of the factors involved in the processes of separation, divorce and remarriage. A look at the systemic and developmental trajectories of these processes with particular reference to their impact upon individual, couple and family functioning. Various approaches to issues arising from these processes will be examined, including divorce therapy. Special attention will be given to various socio-cultural views of marriage, separation and divorce.
Prerequisite: PSY 760, 761, and 762

PSY 770
Research Methods I: Statistics and Measurements
3 credits

This is the first course in the research/methodology progression. The focus will be upon establishing a fundamental understanding of the foundation of statistical procedures and developing the statistical skills necessary for completing a research project. Students will also be introduced to fundamental principles and concepts of psychological measurement including reliability, validity, standard error of measurement, and correlation.

PSY 771
Research Methods II: Methodology
3 credits

This course is the second course in the research/methodology progression. The focus will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project.
Prerequisite: PSY 770

PSY 772
Clinical Dissertation Seminar
6 credits

This course will focus on carrying out and completing the clinical dissertation. This course must be taken in sequence until the student has completed the dissertation. Details can be found in the Clinical Dissertation Manual included in the Student Handbook.
Prerequisite: PSY 771

PSY 783
Doctoral Practicum I/Practicum Seminar I
3 credits

The first two practica in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 784
Consultation and Education
3 credits

Designed to prepare students for the role of mental health consultant and educator, this course will pay particular attention to the dynamics of working with groups in a variety of settings and making effective interventions at a systemic level. A range of exercises will be utilized to give each student an opportunity to become familiar with and practice interventions specific to

his/her concentration. The student should have completed the first practicum before enrolling in this course.

PSY 785
Introduction to Professional Practice, Ethics and Conduct
3 credits
This course includes didactic and discussion components and focuses on issues important to professionals about to enter the field including an orientation to modern clinical psychology, an introduction to ethical and legal issues, and trends in professional education and practice.

PSY 786
Advanced Issues in Assessment and Treatment of Diverse Populations
3 credits
This course is intended to sensitize students to the special assessment and treatment needs of diverse populations including gender, racial and ethnic groups, and individuals of varying sexual orientations. Specific focus will be placed on research and practice in the area of culturally sensitive assessment and treatment methods.

PSY 787
Supervision and Management
3 credits
This course will stress the supervisory and case management roles and the student's ability to be an leader and catalyst in these processes. The student should have completed the first practicum before enrolling in this course.

PSY 788
Doctoral Practicum II/Practicum Seminar II
3 credits
The second of two practica in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 792
Professional Ethics
3 credits
An examination of professional and ethical issues, with particular reference to the everyday issues of practice. The student will be encouraged to develop a "critically examined" personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the American Psychological Association Code of Ethical Conduct and relevant State of Pennsylvania Laws and Statutes.

PSY 800
Internship
3 credits
One year full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2000. See Practicum and Internship Manual included in the Student Handbook for details.

Post Baccalaureate Certificate Programs

La Salle University offers a variety of post-baccalaureate programs for students who want to build upon their current degrees with specialized certificate training.

Graduate Education Certificates

The Graduate Program in Education offers several certificate programs: dual certification in elementary and special education; certification in early childhood education; and certification in many secondary teaching areas (see pages 42-46). For more information, call 215/951-1593.

Premedical Certificate Program

La Salle University's Premedical Certificate Program gives you the opportunity to change your current career to one in the health professions. It provides students with the necessary prerequisites for admission into the medical school or another health professions program such as dental, optometry, and podiatry schools. Many of these programs are interested in candidates who have unique backgrounds and life experiences. Past students in La Salle's Post-Bac program have had undergraduate degrees in engineering, business, and liberal arts. Students who complete this program receive a Certificate in Premedical Sciences. For more information, contact Dr. Geri Seitchik at 215/951-1248.

Nursing Certificates

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. For more information on any of the listed programs, contact La Salle's School of Nursing at 215/951-1430.

School Nurse Certificate

The La Salle School Nurse certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school aged children and adolescents. School nurses provide preventive health teaching and manage primary health care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees to prepare for and receive initial certification as school nurses.

Wound, Ostomy, and Continence Nursing Education Program

Through the School of Nursing's Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

Clinical Research Operations Certificate Program

This four-course program, offered with Covance, Inc., readies baccalaureate-prepared health care professionals, including registered nurses and pharmacists, for employment opportunities in the pharmaceutical industry in relation to clinical trials. The professionals who complete the certificate program will become an integral part of the research and development process of new drugs, biologicals, and medical devices in the pharmaceutical and biotechnical industries as well as the academic health centers supporting clinical investigations.

Certificate in Nursing Informatics

This six-course program provides nurses with advanced skills in the methods and technologies of information management in nursing and health care. Baccalaureate educated registered nurses are instructed in data processing and management, programming and problem solving. Systems designs and ethicolegal and social issues in computerized information management are examined.

Post-Master's Certificate Options are also available in several MSN tracks: Clinical Nurse Specialist–Adult Health and Illness, Nurse Practitioner–Primary Care of Adults, and Nurse Practitioner–Primary Care of Families. For more information, contact the School of Nursing at 215/951-1430.

Directory

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Associate Dean for Undergraduate Studies	TBA
Assistant Deans	Julie R. Valenti, M.A.
	TBA
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Director of the Graduate Program in Clinical-Counseling Psychology	John J. Rooney, Ph.D.
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Director of the Graduate Program	Janice M. Beitz, Ph.D.
Director of the Neighborhood Nursing Center	Katherine K. Kinsey, Ph.D.
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Associate Dean of Students	Alan B. Wendell, M.Ed.
Assistant Dean of Students	Anna M. Allen, B.A.
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Director of Library Services	John S. Baky, M.S.
Director of the Sheeky Writing Center	Mary Robertson, Ph.D.

MARJORIE S. ALLEN (1976) *Associate Professor, English,* B.A., University of Rochester; M.A., Ph.D., Princeton University.

JAN AMBROSE (1991) *Assistant Professor, Finance,* B.S., Miami University; M.A., Ph.D., University of Pennsylvania.

PAMELA ALEXANDER (2001) *Associate Professor, Psychology,* B.A., Wake Forest University; M.A., Ph.D., Emory University.

BARBARA J. AMSTER (1999) *Director, Speech-Language-Hearing Science,* B.A., Brooklyn College; M.S., University of Pittsburgh; Ph.D., Temple University.

NICHOLAS F. ANGEROSA (1980) *Associate Professor, Spanish,* B.A., La Salle University; M.A., Ph.D., Temple University.

SHARON LEE ARMSTRONG (1999) *Associate Professor, Psychology,* B.A., Ph.D., University of Delaware

BROOKS AYLOR (1998) *Assistant Professor, Communication,* B.A., M.A., Arkansas State University; Ph.D., University of Arizona.

LESTER BARENBAUM (1976) *Professor, Finance,* B.B.A., City University of New York; M.A., Ph.D., Rutgers University.

ANDREW G. BEAN (1982) *Assistant Professor, Marketing,* B.S., Pennsylvania State University; M.A., M.S., Temple University; Ph.D., University of Pennsylvania.

MARYANNE R. BEDNAR (1989) *Associate Professor, Education,* B.A., Ed.M., Ph.D., Temple University.

JANICE BEITZ, R.N. (1994) *Associate Professor, Nursing,* B.S.N., La Salle University; M.S.N., Villanova University; Ph.D., Temple University.

THOMAS E. BLUM (1998) *Assistant Professor Mathematics and Computer Science* B.A., La Salle University: Ph.D., University of Rochester.

BERNHARDT G. BLUMENTHAL (1963) *Professor, German,* B.A., La Salle University; M.A., Northwestern University; Ph.D., Princeton University.

SUSAN C. BORKOWSKI (1989) *Professor, Accounting,* B.S., St. Peter's College; B.S., Rutgers University; M.B.A., University of Maryland; Ph.D., Temple University.

PAUL R. BRAZINA, C.P.A., C.M.A. (1974) *Assistant Professor, Accounting,* B.S., M.B.A., Pennsylvania State University.

JOSHUA BUCH (1971) *Associate Professor, Finance,* B.S., Hebrew University of Jerusalem; M.B.A., Temple University; Ph.D., University of Pennsylvania.

BROTHER JOSEPH F. BURKE, F.S.C. (1973) *Professor, Psychology,* B.A., La Salle University; M.A., University of Miami; Ph.D., United States International University.

JOSEPH P. CAIRO (1963) *Assistant Professor, Economics,* B.A., La Salle University; M.A., University of Pennsylvania.

BROTHER MIGUEL A. CAMPOS, F.S.C. (1993) *Associate Professor, Religion,* Bacc. Religious Studies and S.T.L., Institute Jesus Magister; S.T.D., The Pontifical Lateran University, Faculty of Theology.

ROBERT CHAPMAN (1998) *Core Adjunct, Graduate Psychology,* B.A., M.S., St. Bonaventure University; Ph.D., Syracuse University.

GARY K. CLABAUGH (1969) *Professor, Education,* B.A., Indiana State University (Pa.); M.S., Ed.D., Temple University.

EVELYN BOSS COGAN (1988) *Assistant Professor, Law,* B.A., J.D., Temple University.

BROTHER LAWRENCE COLHOCKER, F.S.C. (1980) *Assistant Professor, Education,* B.A., M.A., La Salle University; M.A., Catholic University; M.S., Drexel University; Ed.D., University of Pennsylvania.

LYNN H. COLLINS (1998) *Associate Professor, Psychology,* B.S., Duke University; M.A., Ph.D., Ohio State University.

CHRISTOPHER J. COMBS (2001) *Core Adjunct, Graduate Psychology,* B.A., La Salle University; M.A., Ph.D., Temple University.

JOANNE BREWER CONWAY (1998) *Core Adjunct, Graduate Psychology,* B.S., Cornell University; M.A., Ohio State University; Ed.D., University of Massachusetts.

JUSTIN CRONIN (1992) *Associate Professor and Writer-in-Residence,* A.B., Harvard University; M.F.A., University of Iowa.

DAVID R. CULP (1991) *Assistant Professor, Law,* B.S., J.D., Kansas University; LL.M., Columbia University Law School.

MARIANNE DAINTON (1996) *Associate Professor, Communication,* B.A., Villanova University; M.A., Ph.D., Ohio State University.

CHRISTOPHER G. DEMATATIS (1999) *Core Adjunct, Graduate Psychology,* B.A., Bowdoin College; M.Ed.C., University of New Hampshire; Ph.D., Michigan State University.

REVEREND JOSEPH W. DEVLIN, *Assistant Professor, Religion,* A.B., Mount St. Mary's College; Th.M., Princeton Theological Seminary; J.C.D., Lateran University, Rome; M.A., Seton Hall University.

ANN MARIE DONOHUE (2000) *Core Adjunct, Graduate Psychology,* B.A., La Salle University; M.S., Ph.D., University of Pennsylvania.

BROTHER JOSEPH DOUGHERTY, F.S.C. (1997) *Assistant Professor, Religion,* B.A., Princeton University; M.A., University of Virginia; M.A., La Salle University; Ph.D., University of Notre Dame.

DAVID P. EFROYMSON (1967) *Emeritus Professor, Religion,* B.A., M.A., S.T.L., St. Mary of the Lake Seminary; Ph.D., Temple University.

LINDA J. ELLIOTT (1982) *Assistant Professor, Mothemotics ond Computer Science,* B.A., M.A., University of Wisconsin (Madison); B.S., M.S., University of Oregon.

THEOPOLIS FAIR (1967) *Associote Professor, History,* B.A., Fisk University; Diploma, University of Madrid; M.A., Columbia University; Ph.D., Temple University.

DAVID J. FALCONE (1980) *Associote Professor, Psychology,* B.S., University of Dayton; M.S., Western Illinois University; Ph.D., University of Kentucky.

PRESTON D. FEDEN (1973) *Associote Professor, Educotion,* A.B., Franklin and Marshall College; Ed.M., Ed.D., Temple University.

PETER J. FILICETTI (1966) *Associote Professor, Psychology,* B.A., Holy Cross College; M.A., Ph.D., Fordham University.

ANDREA FINA (1998) *Core Adjunct, Groduote Psychology,* B.A., La Salle University; M.Ed., Ph.D., Temple University.

FRANK GARDNER (2001) *Associote Professor, Psychology,* B.S., Long Island University; M.A., Ph.D., Hofstra University.

BROTHER E. GERALD FITZGERALD, F.S.C. (1979) *Assistont Professor, Accounting,* B.S., M.B.A., La Salle University; M.A., Villanova University.

JOAN P. FRIZZELL, R.N. (1994) *Assistont Professor, Nursing,* B.S.N., Temple University; B.A., Eastern Baptist College; M.S.N., Ph.D., University of Pennsylvania.

DAVID L. GEORGE (1979) *Associote Professor, Economics,* B.A., University of Michigan; M.A., University of Pennsylvania; M.A., Ph.D., Temple University.

EILEEN R. GIARDINO, R.N. (1989) *Associote Professor, Nursing,* B.S.N., University of Pennsylvania; M.S.N., Widener University; Ph.D., University of Pennsylvania.

RICHARD J. GOEDKOOP (1980) *Associote Professor, Communicotion,* B.A., University of New Hampshire; M.A., Central Michigan University; Ph.D., Pennsylvania State University.

EARL GOLDBERG (2001) *Professor, Nursing,* B.S.N., La Salle University; M.S.N., Villanova University; Ed.D., Widener University.

JOHN GRADY (1960) *Associote Professor, Economics,* B.A., University of Notre Dame; M.A., Temple University.

MARY BETH HAAS, R.N., C.R.N.P. (1993) *Assistont Professor, Nursing,* B.S.N., University of Minnesota; M.S.N., University of Pennsylvania.

WILLIAM E. HALL, (1990) *Assistont Professor, Communicotion,* B.A., Temple University; M.A., La Salle University; Ph.D., University of Pittsburgh.

ELLEN L. HALPERN, (2000) *Assistont Professor, Psychology,* B.A., University of Rochester; M.S.C.I.S., Boston University; M.A., Ph.D., New School for Social Research.

MARJORIE M.V. HEINZER, R.N., P.N.P. (1994) *Associote Professor, Nursing,* B.S.N., Mercy College of Detroit; M.S.N., Ph.D., Case Western Reserve University.

SHARON JAVIE (1982) *Assistont Professor, Morketing,* B.S., M.B.A., Ph.D., Temple University.

PRAFULLA N. JOGLEKAR (1972) *Professor, Monogement,* B.Sc., Nagpur University, India; M.B.A., Indian Institute of Management; Ph.D., University of Pennsylvania.

DAVID B. JONES (1992) *Assistont Professor, Morketing,* B.A., University of North Carolina at Chapel Hill; M.S., M.B.A., Ph.D., Virginia Polytechnic Institute and State University.

GEFFREY B. KELLY (1972) *Professor, Religion,* A.B., M.A., La Salle University; M.A., Villanova University; Diplome Superieur, Lumen Vitae Institute, Brussels; S.T.B., S.T.L., S.T.D., Louvain University; LL.D., North Park University.

DENNIS T. KENNEDY (1973) *Associate Professor, Accounting,* B.S., Pennsylvania State University; M.B.A., Ph.D., Temple University.

MICHAEL J. KERLIN (1966) *Professor, Philosophy,* B.A., M.A., M.B.A., La Salle University; Ph.B., Ph.L., Ph.D., Gregorian University, Rome; Ph.D., Temple University.

KATHERINE K. KINSEY, R.N. (1980) *Associote Professor, Nursing,* B.S.N., M.S.N., Ph.D., University of Pennsylvania.

RAYMOND P. KIRSCH (1980) *Associate Professor, Mathematics ond Computer Science,* B.A., La Salle University; M.S., Drexel University; Diploma, Pennsylvania Academy of Fine Arts; Ph.D., Temple University.

EVELYN R. KLEIN (2001) *Assistont Professor, Speech-Longuoge-Heoring Science,* B.S. Pennsylvania State University; M.A. College of New Jersey; Ph.D., Temple University.

BRUCE A. LEAUBY, C.P.A., C.M.A. (1989) *Associate Professor, Accounting,* B.S., Bloomsburg University; M.S., Pennsylvania State University; Ph.D., Drexel University.

TIMOTHY A. LOMAURO (1998) *Core Adjunct, Groduote Psychology,* B.A., Montclair State College; M.A., Columbia University; Ph.D., St. John's University.

STEPHEN A. LONGO (1971) *Professor, Physics ond Mothemotics ond Computer Science,* B.A., La Salle University; M.S., Lehigh University; Ph.D., University of Notre Dame.

JAMES L. LOVING (2000) *Core Adjunct, Groduote Psychology,* B.A., University of Delaware; M.A., Psy.D., Widener University.

SIDNEY J. MacLEOD, JR. (1959) *Assistont Professor, Communication,* B.S.S., St. Mary's College, Minn.; M.F.A., Catholic University.

THOMAS N. McCARTHY (1952) *Emeritus Professor, Psychalagy*, B.A., M.A., Catholic University; Ph.D., University of Ottawa.

CARL P. McCARTY (1970) *Professar, Mathematics and Computer Science*, B.A., La Salle University; M.A., Ph.D., Temple University.

MARGARET M. McCOEY (1998) *Assistant Professor, Mathematics and Computer Science*, B.A., La Salle University; M.S., Villanova University.

DANIEL J. McFARLAND (1999) *Assistant Professor, Management*, B.S., M.B.A., Ph.D., Drexel University

MARGARET McMANUS (1983) *Assaciate Professor, Mathematics and Computer Science*, B.A., Immaculata College; M.S., Pennsylvania State University; Ph.D., Temple University.

ALVINO MASSIMINI, C.P.A. (1981) *Assistant Professor, Accounting*, B.S., Wharton School, University of Pennsylvania; M.B.A., La Salle University.

STEVEN IAN MEISEL (1981) *Associate Professor, Management*, B.A., West Chester University; M.Ed., Ph.D., Temple University.

LYNN E. MILLER (1981) *Professor, Management*, B.A., Slippery Rock University; M.A., Ph.D., Northern Illinois University.

BROTHER GERARD MOLYNEAUX, F.S.C. (1973) *Prafessar, Communication*, B.A., La Salle University; M.A., University of Notre Dame; Ph.D., University of Wisconsin.

GLENN A. MOROCCO (1967) *Associate Professor, French and Spanish*, B.S., Miami University of Ohio; M.A., Middlebury College; Ph.D., University of Pennsylvania.

FRANK MOSCA (1999) *Assistant Professor, Education*, B.S. State University of New York at Plattsburgh; M.S. Ph.D. University of Wisconsin.

RICHARD E. MSHOMBA (1991) *Associate Prafessor, Economics*, B.A., La Salle University; M.S., University of Delaware; Ph.D., University of Illinois.

PATRICE A. OPPLIGER (2000) *Assistant Professor, Cammunication*, B.A., University of Nebraska; M.A., University of Maine; Ph.D., University of Alabama.

JACQUELINE PASTIS (1996) *Assistant Professar, Religian*, B.A., University of Florida; M.T.S., Emory University; M.A.Ed., Washington University; Ph.D., University of Pennsylvania.

ELIZABETH A. PAULIN (1988) *Associate Professor, Ecanamics*, B.S., University of Houston; Ph.D., University of Texas at Austin.

GEORGE A. PERFECKY (1965) *Professor, Russian and Spanish*, B.A., University of Pennsylvania; M.A., Bilingual/Bicultural Studies (Spanish), La Salle University; M.A., Ph.D., Columbia University.

GAIL RAMSHAW (1989) *Professor, Religion*, B.A. Valparaiso University; M.A., Sarah Lawrence College; M.Div., Union Theological Seminary; Ph.D., University of Wisconsin.

MARK J. RATKUS (1973) *Assistant Professor, Economics*, B.A., La Salle University; M.A., Ph.D., University of Notre Dame.

JOHN F. REARDON (1962) *Associate Professor, Accounting*, B.S., La Salle University; M.B.A., University of Pittsburgh; Ed.D., Temple University.

MICHAEL REDMOND (1999) *Assistant Professar, Mathematics and Camputer Science*, B.S., Duke University; M.S., Ph.D., Georgia Institute of Technology.

ELEANOR REINHARDT, R.N. (1998) *Assistant Professor, Nursing*, Diploma, Thomas Jefferson University Hospital; B.S.N., University of Pennsylvania; M.S.N., Gwynedd-Mercy College.

KENNETH RHODA (1981) *Associate Professor, Finance*, B.S., Utica College; M.A., Ph.D., State University of New York at Buffalo.

H. DAVID ROBISON (1988) *Professor, Economics*, B.S., Juniata College; Ph.D., University of Maryland.

JOHN J. ROONEY (1947) *Professor, Psychology*, B.A., La Salle University; M.A., Ph.D., Temple University.

LEO D. RUDNYTZKY (1964) *Emeritus Professor, German and Slavic Languages*, B.A., La Salle University; M.A., University of Pennsylvania; Ph.D., Ukrainian Free University, Munich; D. Habil., St. Clement Pope Ukrainian Catholic University, Rome; L.H.D., Holy Family College.

FRANCIS J. RYAN (1987) *Professar, Education*, B.A., La Salle University; M.A., Villanova University; M.A., Ed.D., Temple University.

SHARON F. SCHOEN (1985) *Associate Professor, Education*, B.A., Holy Family College; M.A., Glassboro State College; Ed.D., Lehigh University.

WALTER SCHUBERT (1980) *Prafessar, Finance*, B.A., M.A., Ph.D., Rutgers University.

BROTHER DAVID P. SCHULTZ, F.S.C. (1999) Assistant *Professor, Religion*, B.A., Christian Brothers College; M.A., St. Mary College; Ph.D., Marquette University.

JOSEPH SELTZER (1976) *Professor, Management*, B.S., Carnegie-Mellon University; Ph.D., University of Pittsburgh.

JOANNE FARLEY SEREMBUS, R.N. (1996) *Assistant Professor, Nursing*, B.S.N., La Salle University; M.S.N., Univeristy of Pennsylvania; Ed.D., Widener University.

ARIANA SHAHINFAR (1999) *Assistant Professar, Psychology*, B.A., Middlebury College; Ph.D., University of Maryland.

ANNE MARIE SMITH (2000) *Assistant Professor, Management*, B.A., M.B.A., La Salle University.

JOHN ALEXANDER SMITH (1960) *Associote Professor, Psychology,* B.A., La Salle University; M.S., Pennsylvania State University; Ed.D., Temple University.

MICHAEL SMITH (1993) *Assistont Professor, Communicotion,* B.A.A., M.S.A., M.A., Central Michigan University; Ph.D., Purdue University.

STEPHEN SMITH (1987) *Associote Professor, English,* B.A., St. Joseph's University; M.A., Ph.D., University of Notre Dame.

JAMES W. SMITHER (1992) *Professor, Monogement,* B.A., La Salle University; M.A., Seton Hall University; M.A., Montclair State College; Ph.D., Stevens Institute of Technology.

SCOTT E. STICKEL (1992) *Professor, Accounting/Joseph G. Morkmonn Accounting Alumni Endowed Choir,* B.S., University of Delaware; M.B.A., Ph.D., University of Chicago.

SARAH E. STOOKEY (2000) *Core Adjunct, Groduote Psychology,* B.A., American University; M.A., Ph.D., Temple University.

JOHN SWEEDER (1991) *Associote Professor, Educotion,* B.A., La Salle University; Ed.M., Ed.D., Temple University.

KATHRYN A. SZABAT (1981) *Assistont Professor, Monogement,* B.S., State University of New York at Albany; M.S., Ph.D., University of Pennsylvania.

JAMES A. TALAGA (1988) *Associote Professor, Morketing,* B.A., University of Illinois; M.A., Northern Illinois University; M.B.A., Ph.D., Temple University.

MADJID TAVANA (1984) *Associote Professor, Monogement,* B.S., Tehran Business College; M.B.A., La Salle University; P.M.I.S., Drexel University; Ph.D., American University of London.

LYNNE A. TEXTER (1989) *Associote Professor, Communicotion,* B.S., Ithaca College; M.A., Syracuse University; Ph.D., State University of New York at Buffalo.

BARBARA GUTHRIE TROVATO, *Associate Professor, Sponish,* B.A., La Salle University; M.A., Ph.D., Temple University.

JANE TURK (1980) *Assistont Professor, Mothemotics ond Computer Science,* B.A., D'Youville College; M.A., West Chester University; M.A., Temple University; Ph.D., Temple University.

JOSEPH Y. UGRAS, C.M.A. (1986) *Associote Professor, Accounting,* B.S., M.B.A., Fairleigh Dickinson University; Ph.D., Temple University.

WILLIAM VAN BUSKIRK (1987) *Associote Professor, Monogement,* B.A., La Salle University; M.A., Cleveland State University; Ph.D., Case Western Reserve University.

ROBERT M. VOGEL (1981) *Associote Professor, Educotion,* B.S., Philadelphia College of Textiles; Ed.D., Temple University.

ELLEN ANN WALKER (1999) *Assistont Professor, Psychology,* B.A., Rutgers University; M.S., Ph.D., University of Michigan.

ANNE M. WALSH (1985) *Associate Professor, Heolth Core Administrotion,* B.S.W., M.S.W., Temple University; M.B.A., La Salle University; D.S.W., University of Pennsylvania.

ANTHONY M. WALTRICH, JR. (1998) *Assistont Professor, Communicotion,* M.A. Ohio University.

MARGARET D. WATSON (1993) *Associote Professor, Psychology,* B.S., Oklahoma State University; M.Ed., University of Houston; Ph.D., Texas A & M University.

MARY JEANNE WELSH (1991) *Associote Professor, Accounting,* B.A., M.L.S., Ph.D., Louisiana State University; M.B.A., University of New Orleans.

KRISTIN WENTZEL (2000) *Assistont Professor, Accounting,* B.S., La Salle University; M.B.A., Villanova University; Ph.D., Temple University.

DIANE MOYER WIELAND (2000) *Associote Professor, Nursing,* Diploma, Harrisburg Polyclinic School of Nursing; B.S.N., M.S.N, Ph.D., University of Pennsylvania.

SAMUEL J. WILEY (1963) *Associote Professor, Mothemotics ond Computer Science,* B.S., St. Joseph's University; M.A., Villanova University; Ph.D., Temple University.

ZANE ROBINSON WOLF, R.N. (1980) *Professor, Nursing,* Diploma, Germantown Hospital School of Nursing; B.S.N., University of Pennsylvania; M.S.N., Boston College; Ph.D., University of Pennsylvania.

DEBORAH S. YOST (1996) *Assistant Professor, Educotion,* B.A., St. Joseph College; M.A., Ph.D., University of Connecticut.

KIMBERLY ZARKIN (1996) *Assistont Professor, Communication,* B.A., James Madison University; M.A., Emerson College; Ph.D., University of Florida.

ELAINE D. ZELLEY (2000) *Assistont Professor, Communicotion,* B.A., Ursinus College; M.A., Pennsylvania State Universit, Ph.D., Pennsylvania State University.

JOHN D. ZOOK, C.P.A. (1979) *Assistont Professor, Accounting,* B.S., St. Joseph's University; M.B.A., Drexel University.

PATTI R. ZUZELO, R.N. (1997) *Assistant Professor, Nursing,* B.S.N., Pennsylvania State University; M.S.N., University of Pennsylvania; Ed.D., Widener University.

TAMARA L. ZURAKOWSKI (1999) *Assistont Professor, Nursing,* B.S., M.A., New York University; Ph.D., Case Western Reserve University; Certificate, Nurse Practitioner Program, University of Connecticut.

Important phone numbers

Main Campus

Administrative Services 215/951-1371

Alumni Office...215/951-1535

Art Museum 215/951-1221

Athletic Department...215/951-1516

Bookstore 215/951-1395

Building Blocks Child Development Center...215/951-1572

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Dean, School of Business 215/951-1040

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Multicultural and International Center 215/951-1948

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Resident Life Office 215/951-1550

Security Office 215/951-1300

    Emergencies 215/951-1111

SEPTA Information 215/580-7800/7777

Bucks County Center

General Information...215/579-7335

Notes

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LaSalle **UNIVERSITY**

Philadelphia, PA 19141